CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

1
2   JOINT TRAINING MANUAL FOR THE ARMED FORCES
3   OF THE UNITED STATES
4
5   References(s): Enclosure T
6
7   1. Purpose. This manual provides guidance to the combatant
8   commanders when implementing Chairman of the Joint Chiefs of Staff
9   (CJCS) policy for developing Joint Mission Essential Task List (JMETL),
10   planning/conducting joint training, and assessing command readiness
11   with regard to joint training. The combatant commands, Services, and
12   Combat Support Agencies will use this manual when using the Joint
13   Training System (JTS) as specified in reference a.
14
15   2. Cancellation. CJCSM 3500.03A, 1 September 2002, "Joint Training
16   Manual for the Armed Forces of the United States," is cancelled.
17
18   3. Applicability. This CJCSM applies to the Joint Staff, combatant
19   commands and service components, Services (active component (AC) and
20   reserve component (RC)), Combat Support Agencies (CSAs), National
21   Guard Bureau, Defense agencies responsive to the CJCS, and other
22   agencies as appropriate for matters relating to the joint training of the
23   Armed Forces of the United States. The required actions for those
24   organizations participating in joint training events are contained in
25   reference a. In combatant command or CSA sponsored events, the host
26   organization determines all planning, execution and post event required
27   actions.
28
29   4. Procedures. See enclosures A through T.
30
31   5. Summary of changes. This revision updates procedures to identify
32   combatant command, service component and CSA joint training
33   requirements, plan joint training events, execute discrete individual, staff
34   and collective joint training events and assess joint training readiness.

1 The following additional changes provide details supporting process and
2 procedural changes made in reference a in support of training
3 transformation (T2) and CJCS guidance for joint training:
4
5   a. Refined guidance for joint training trend analysis and development.
6
7   b. Consolidated Joint Training Program resource elements in one
8 enclosure.
9
10   c. Refined JMETL linkage to joint Operation Planning Process
11
12   d. Updated joint training event planning milestones to comply with
13 current guidance for transportation planning
14
15   e. Updated joint training support capabilities from United States
16 Joint Forces Command (USJFCOM).
17
18   f. Updated joint individual learning content certification process
19
20   g. Updated training methods, modes and media selection
21
22
23   h. Refined guidance on how to provide interoperability requirements
24 to components and supporting organizations
25
26   i. Provided guidance and format for submission of combatant
27 command high interest training requirements to joint force providers
28
29   j. Redefined individual, staff and collective joint training to align with
30 DODD 1322.18 and provided amplifying information on how to plan
31 individual, staff, and collective joint training.
32
33   k. Clarified Joint Staff (Joint Staff) J-7 Joint Training Information
34 Management System (JTIMS) support to the JTS by phase.
35
36   l. Updated Key Suspense List.
37
38   m. Provided information to CSAs and other supporting organizations
39 on how to further implement the JTS to develop a joint training program
40 that supports improved joint readiness.
41
42   n. Introduced new emphasis on integrated operations.
43
44   o. Clarified and defined relationship of Joint Exercise Program,
45 Chairman's Exercise Program and National Exercise Program.
46

1   p. Described the National Exercise Program.
2
3   q. Updated Significant Military Exercise reporting requirements.
4
5   r. Described Defense Readiness Reporting System (DRRS) JMETL
6 build and relationship with JTIMS.
7
8 6. Releaseability. This manual is approved for public release;
9 distribution is unlimited. DOD components (to include the combatant
10 commands), other Federal agencies, and the public may obtain copies of
11 this instruction/ manual/notice through the internet from the CJCS
12 Directives Home Page-- http://www.dtic.mil/cjcs_directives/index.htm
13
14 7. Effective Date. This manual is effective upon receipt
15
16
17   {NAME1}
18   {Rank1}
19   {Title1}
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21
22 Enclosure(s):
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24   A -
25   B -
26   C -
27   D -
28   E -
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13 Commandant, Joint Forces Staff College.....................................2

14 Commandant, Industrial College of the Armed Forces........................2

15 Commander, USJFCOM Joint Warfighting Center............................2

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21 Commander, College of Aerospace Doctrine,
22 Research, and Education...2

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24 Command 2

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26 National Guard Bureau 2

27 Director, Joint Command and Control Warfare Center......................2

28 Joint Military Intelligence Training Center 2

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5 The following is a list of effective pages. Use this list to verify the
6 currency and completeness of the document. An "O" indicates a page in
7 the original document.
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PAGE	CHANGE	PAGE	CHANGE
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B – 1-14		L – 1-4	
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3   ENCLOSURE A
4
5   INTRODUCTION
6
7 1.   Purpose. This Joint Training Manual (JTM) describes procedures
8 for using the Joint Training System (JTS). to execute CJCS, Combatant
9 Command, CSA, and NGB sponsored Joint Training Programs, in
10 accordance with (IAW) the policy and guidance promulgated in references
11 a-w. This manual provides detailed guidance on how to implement all
12 JTS phases in support of their joint training responsibilities.
13
14 2.   Scope. Combatant commanders ensure the readiness of forces
15 assigned to their command. Combatant commanders provide
16 authoritative direction over all aspects of military operations, joint
17 training, and logistics within their commands; and coordination and
18 approval of aspects of administration, support (including control of
19 resources and equipment, internal organization, and training), and
20 discipline necessary to carry out missions assigned to the command.
21
22   a. DOD components shall use the processes of the JTS to develop
23 training programs (reference b); plan, execute, and assess training based
24 on mission essential tasks (METs); and determine training status input
25 for readiness reporting IAW reference c. This manual describes the
26 methodology and processes of the JTS, which is designed to improve the
27 CJCS and combatant command joint operational readiness linking joint
28 plans, joint training, and joint readiness to joint mission essential task
29 list (JMETL) by identifying mission-based training requirements,
30 developing joint training plans (JTPs) to support these requirements,
31 executing planned training events, and assessing training proficiencies.
32 The focus is on combatant command joint training programs and
33 responsibilities, however, the training management practices detailed in
34 this manual apply to any joint force commander, combatant command or
35 CSA. All personnel and components shall train on their METs to
36 established standards to provide the capabilities that support the
37 combatant commanders and the Joint Operations Concepts across all
38 phases of Joint Campaigns and throughout the spectrum of service,
39 joint, interagency, intergovernmental, and multinational operations.
40
41   b. DOD will use the JTS to support the President's National Exercise
42 Program (NEP). The NEP consists of annual operations-based exercises,
43 either a functional command post exercise (CPX) or a full scale exercise
44 (FSE), involving cabinet and Presidential participation. These National
45 Level Exercises (NLE) address USG strategic and policy level objectives

1   and challenge the national response system (Enclosure O provides
2   further detail). DOD participates in the NEP through the Chairman's
3   Exercise Program (CEP).
4
5   c. CEP. The CEP is the only dedicated means for the CJCS,
6   through the Joint Staff, to coordinate interagency and combatant
7   command participation in strategic-national level joint exercise. The CEP
8   currently consists of five named exercises sponsored by the CJCS.
9
10   d. Joint Exercise Program (JEP). The JEP is the principal means for
11 achieving joint and multinational/combined training and a key
12 component of the Joint Training System. The JEP includes both CJCS
13 (CEP) and combatant commander sponsored exercises, as listed in
14 JTIMS, which are resourced by the Joint Staff, services, and USSOCOM.
15 JEP exercises compete for available transportation funding to include
16 airlift, sealift, port handling and inland transportation.
17
18   e. Combatant commanders must synchronize the command's joint
19 training programs, Security Cooperation Plans (SCPs), Service
20 component training programs, as well as external support from other
21 combatant commands, CSAs, and supporting joint organizations. To
22 ensure a seamless operating environment, command joint training plans
23 must include interagency actions with other U.S. government agencies
24 and multinational operations with other nations, and non-government
25 organizations (NGOs) and international organizations.
26
27 3.   <u>Training Organization</u>. The combatant commanders are
28 responsible for joint training of assigned forces IAW reference a. For
29 those forces that are apportioned to the combatant commanders, the JTS
30 is key to their preparation and readiness within a common MET based
31 and linked training and readiness system. United States Joint Forces
32 Command (USJFCOM) and United States Special Operations Command
33 (USSOCOM) are joint force providers and provide military forces or staffs
34 to other combatant commands. USJFCOM serves as the primary joint
35 force provider and lead agent for joint force training in the Chairman's
36 Joint Training Program. USJFCOM assists other combatant command,
37 Services, and Defense agencies with the execution of their respective
38 joint training programs. USSOCOM serves as a joint force provider of
39 assigned Special Operations Forces (SOF) providing highly trained and
40 equipped forces for employment by combatant commanders through a
41 Joint SOF theater staff attached to each regional combatant commander.
42 These SOF forces are employed in support of combatant command
43 missions as well as the global war on terrorism. The JTS includes
44 training and education of assigned individuals, staff elements, entire
45 staffs, and units using self-study, seminars, exercises, and sequenced

1   programs of pre-and post-exercise training support. It is the
2   responsibility of combatant commanders and CSA Directors to:
3
4   a. Assign an office of primary responsibility (OPR) for joint training
5   within their organization and provide educational opportunities to their
6   organizations to ensure the JTS is understood and used. The OPR for
7   joint training should provide the centralized JTS program management
8   for the organization.
9
10   b. Approve and forward combatant command JMETL and CSA
11   AMETL to appropriate organizations.
12
13   c. Provide guidance for promulgation of the J/ATP to appropriate
14   organizations.
15
16   d. Develop and approve JTPs. The Joint Training Information
17   Management System (JTIMS) is designed to assist combatant
18   commanders and CSAs in developing, managing and executing joint
19   training events and publishing training plans and event schedules.
20
21   e. Combatant commands sponsor and schedule joint training
22   events in JTIMS, designate JTIMS user group leads for access and ease
23   of data entry, enter pertinent training event planning data, consolidate
24   and submit validated common-user lift requirements, designate training
25   audience participation, evaluation and assessment, and consolidate
26   event and mission training assessments with information in JTIMS.
27   Combatant commands may designate a subordinate command to
28   develop, manage and execute an event and within JTIMS, the
29   subordinate command is considered the "sponsoring command" for
30   information purposes. With respect to combatant command joint
31   exercise and training events involving common-user lift, the
32   consolidation and validation of those requirements remains with the
33   combatant command scheduling the event (also called sponsoring
34   command by United States Transportation Command (USTRANSCOM);
35   see Enclosure M). CSAs may also sponsor and schedule joint training
36   events in JTIMS and link to combatant command events to integrate
37   their events and ATPs with supported commanders.
38
39   f. Consider joint training resource availability, and identify and
40   report shortfalls to include the impact of such shortfalls on
41   accomplishment of joint training programs and readiness.
42
43   g. Add, delete, or change joint training events based on the
44   dynamics of training proficiency, operations, resource availability, and
45   new guidance.
46

1   h. E valuate joint training performance. Determine the effectiveness
2 of specific joint training events. JTIMS is designed to assist combatant
3 commanders in capturing training observations and developing training
4 performance evaluations.
5
6   i. Assess joint training proficiency and readiness in addition to
7 effectiveness of the combatant command/agency J/ATPs in sustaining
8 requisite J/AMET proficiency.
9
10 4.   Categories of Training. The two categories of training are defined
11 by the membership of the training audience. Service training involves
12 members of a single Service; and joint training requires members of a
13 joint staff comprised of members of more than one Military Department
14 and a joint force commander. In both of these categories, interagency,
15 intergovernmental, multinational training and training with non-
16 governmental organizations can take place.
17
18   a. Service Training. Service training (including United States
19 Special Operations Command (USSOCOM) pertains to both the active
20 component (AC) and reserve component (RC) and is based on Service
21 policy and doctrine to prepare individuals and interoperable units.
22 Service training includes basic, technical, operational, and
23 interoperability training in response to operational requirements
24 identified by the combatant commands to execute assigned missions.
25
26   b. Joint Training. Training, including mission rehearsals, of
27 individuals, units, and staffs to prepare joint forces or joint staffs to
28 respond to strategic, operational, or tactical requirements of the
29 combatant commanders to execute their assigned or anticipated
30 missions.
31
32 5.   Types of Joint Training. Joint learning encompasses training,
33 education, and self-development. Each element of joint training must be
34 matched with the appropriate training methods, requirements, and
35 audiences. These include:
36
37   a. Individual Joint Training. (Senior officer, senior enlisted or
38 individual staff officer.) Training that prepares individuals to perform
39 duties in joint organizations (e.g., specific staff positions or functions), or
40 to operate uniquely joint systems (e.g., joint deployable intelligence
41 support system). Individual staff training ensures that individuals know,
42 are proficient in, and have the joint competencies and skills to apply joint
43 doctrine and procedures necessary to function as staff members.
44 Individual joint training can be conducted by the Office of the Secretary
45 of Defense, the Joint Staff, combatant commands, and activities and

1 agencies responsive to the Chairman, Services, Reserve forces, National
2 Guard, or CSAs.
3
4   b. <u>Staff Joint Training</u>. Joint individual or collective training
5 conducted by an organization's or operational unit's staff.
6
7   c. <u>Collective Joint Training</u>.   Instruction and applied exercises that
8 prepare an organizational team to complete required tasks as a unit.
9
10 6.   <u>JTS Support</u>. JTS processes are designed to assist the combatant
11 commands, their sub-unified commands, the Service components, CSAs,
12 and other joint organizations to more efficiently align their training with
13 missions assigned to the combatant commanders, consistent with
14 priorities and resources. The JTS includes training and education of
15 individuals, staff elements, entire staffs, and units assigned to the
16 command using self-study, seminars, exercises, and sequenced
17 programs of pre-and post-exercise training support. Although use of the
18 JTS is a responsibility of the combatant commands, their Service
19 components, and supporting organizations, the following are available to
20 provide assistance:
21
22   a. USJFCOM. As the Chairman's lead agent for joint training,
23 USJFCOM provides trained and ready military forces and staffs to other
24 commands, as directed, and serves as the primary joint force provider.
25 USJFCOM assigned forces are the apportioned and eventually allocated
26 forces for the combatant commanders and their preparation is based on
27 tasks they will perform for the combatant commander. The readiness of
28 USJFCOM assigned forces is directly linked to combatant commander
29 JMET based readiness reporting through the DRRS program which is
30 also JMET based. When all reporting tools are fielded, combatant
31 commanders will be able to review the preparation and readiness of their
32 apportioned forces and will be in a position to better know gaps and
33 voids in preparation and what additional preparation will be needed
34 when apportioned forces are allocated for employment. A general
35 description of USJFCOM products and services, as well as specific
36 services to support the combatant commanders, can be found in
37 Enclosure U, "US Joint Forces Command Training Support Capabilities."
38
39   b. Joint Training Information Management System (JTIMS). JTIMS
40 is designed to assist combatant commanders and Services in managing
41 their joint training programs. JTIMS software automates elements of the
42 four phases of the JTS with the universal joint task list (UJTL) as the
43 common language. It is available to all government users via SIPRNET,
44 and will be available to selected users on the NIPRNET.
45

 1   c. Joint Training Specialist Support Network. Supporting the
 2 Chairman's full implementation of the JTS and T2 imperatives is a
 3 globally managed network of Joint Training System Specialists (JTSSs),
 4 Joint Lessons Learned Program Specialists (JLLPSs), Joint Training
 5 Facilitator Specialists (JTFSs) and Joint Interagency Training Specialists
 6 (JIATSs). This integrated network of specialists supports the
 7 identification and exchange of relevant information between combatant
 8 commands, CSAs, Services, Department of Homeland Security, National
 9 Guard Bureau, and the Joint Staff.
10

1

2   ENCLOSURE B

3

4   JOINT TRAINING SYSTEM OVERVIEW

5

6   1.   General. Training is a key element of readiness. Military
7   readiness is defined in two parts, unit and joint. As defined in the DOD
8   Dictionary of Military and Associated Terms, readiness is "The ability of
9   US military forces to fight and meet the demands of the national military
10 strategy. Readiness is the synthesis of two distinct but interrelated
11 levels. a.) *unit readiness*--The ability to provide capabilities required by
12 the combatant commanders to execute their assigned missions. This is
13 derived from the ability of each unit to deliver the outputs for which it
14 was designed. b.) *joint readiness*--The combatant commander's ability to
15 integrate and synchronize ready combat and support forces to execute
16 his or her assigned missions."[1]

17

18   a. The JTS is a 4-phased methodology that aligns training strategy
19 with assigned missions to produce trained and ready individuals, units,
20 and staffs. The procedures described in this manual are designed to
21 assist commanders at all echelons in: defining the required level of
22 individual, collective, and staff performance; determining the current
23 level(s) of performance; executing training programs to improve
24 performance; and finally, assessing those levels of performance relative to
25 the required level. The JTS provides data related to doctrine,
26 organization, training, materiel, leadership and education, personnel,
27 and facilities (DOTMLPF). A complete readiness assessment must include
28 all DOTMLPF elements. In short, the JTS addresses the "training
29 readiness" of a military capability.

30

31   b. The JTS (Figure B-1) provides an integrated, requirements-based
32 methodology for aligning joint training programs with assigned missions,
33 consistent with command priorities and available resources. In Phase I
34 (Requirements), the capabilities required of joint force organizations to
35 accomplish their assigned missions are identified in terms of tasks,
36 conditions, standards, and organizations. In Phase II (Plans), commands
37 and CSAs develop their Joint/Agency Training Plans (J/ATPs) defining
38 their training requirements, and containing the preliminary development
39 of training event design, estimation and scheduling of resources, and
40 general timelines of training events. In Phase III (Execution), detailed
41 event planning and resource scheduling are finalized and the planned
42 events are executed, evaluated, and the results reported. Finally, in

---

[1] Joint Publication 1-02, "DOD, Dictionary of Military and Associated
Terms, as amended through 8 August 2006.

1   Phase IV, Assessment, the Commander/Director reviews joint training
2   performance relative to mission J/AMET requirements to produce both
3   task and mission training assessments (MTAs). This training assessment
4   provides input to J/AMETL refinement, J/ATP adjustment, and other
5   data users as shown in Figure B-1.
6
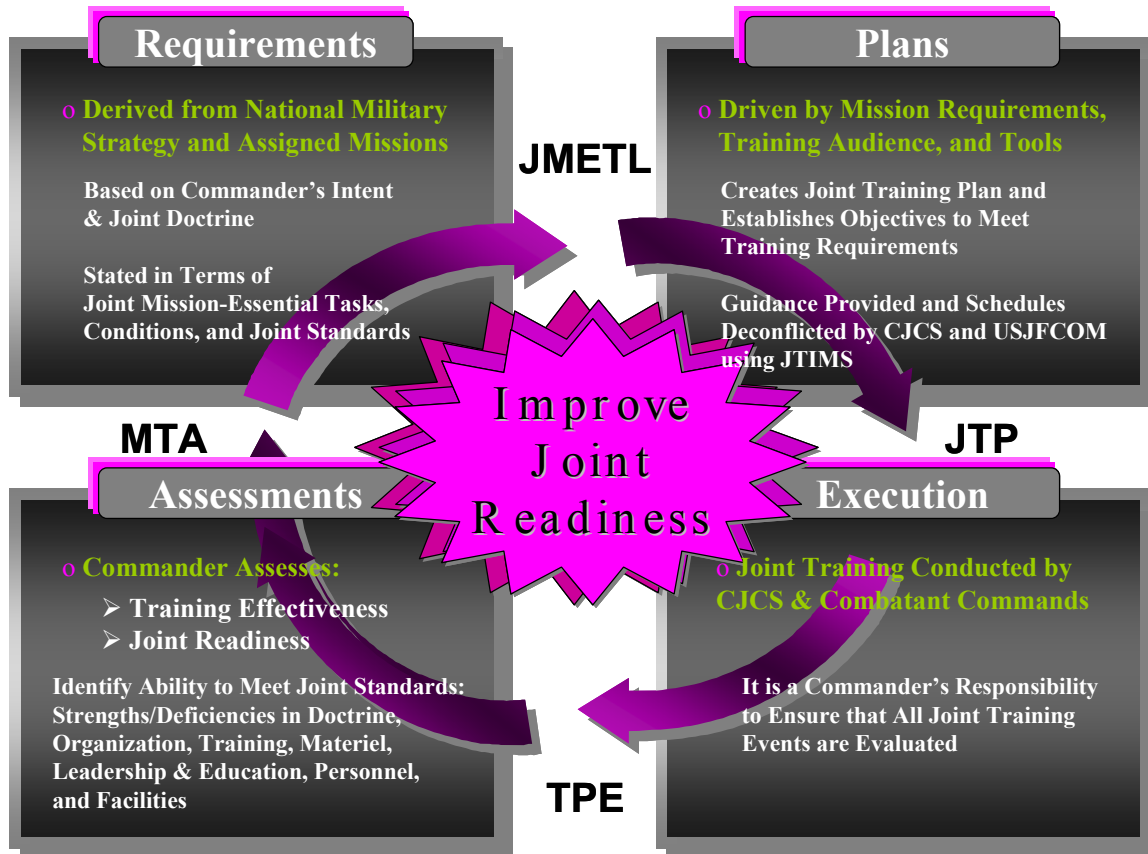
9   Figure B-1. Joint Training System

11   c. The JTIMS provides automated support for selected elements of
12 each phase of the JTS.

14   (1) Requirements Phase. JTIMS provides linkage to DRRS/
15 Enhanced Status of Resources and Training System (ESORTS) for access
16 to J/AMETLs. Combatant commander, Service component commander,
17 CSA, and subordinate joint force commander J/AMETLs are developed in
18 ESORTS using the processes of Phase I of the JTS and are seamlessly
19 imported into the JTIMS.

21   (2) Plans Phase. JTIMS supports the preparation of an integrated
22 J/ATP between Joint Force Commander, supporting commanders, and
23 CSAs. It will also support the collaborative development/production of
24 global and local joint training schedules to include an online scheduling

1 and deconfliction application. Finally, JTIMS will automate the initial
2 development of joint training events (to include joint exercises).
3
4   (3) Execution Phase. JTIMS supports training event planning,
5 coordination, execution, review and analysis. It will automate the Joint
6 Event Life Cycle (JELC) down to the JTF component and unit level.
7
8   (4) Assessment Phase. JTIMS supports assessment of joint
9 training events by automating combatant command, supporting
10 command, CSA and the National Guard's ability to produce Training
11 Proficiency Assessments (TPAs), derived from the Training Proficiency
12 Evaluations (TPEs) from the Execution Phase and export approved TPAs
13 and MTAs back to DRRS.
14
15 2.   The JTS: Inputs, Processes, and Outputs. The JTS phases
16 consist of an input – process – output (IPO) progression where the
17 output, or product, from one phase provides input to the next phase(s) in
18 the cycle. Table B-1 (next page) depicts the inputs, processes, and
19 outputs associated with each JTS phase.

1   Table B-1. JTS Inputs, Processes, and Outputs
2

	Requirements	Plans	Execution	Assessment
I N P U T S	• Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN • Higher HQs JMETL* • Joint Doctrine • Commander Guidance* • UJTL/Service Task List*	• J/AMETL(T/C/S/Org)* • SecDef / CJCS High Interest Training Issues • Combatant Command High Interest Training Requirements • Joint Doctrine • Standard Operating Procedures (SOPs) • Master Training Guides (MTGs) • Relevant Lessons Learned (LL) • Commander'/Agency Director's Training Guidance* (C/ATG) • Training Proficiency Assessment/Mission Training Assessment. (TPA/MTA)*	• Command, Component, Agency Training Plans* • Joint Training Schedule* • Relevant LL	• JTP* • TPOs/TPEs* • Informal Results • Actual Operations • Relevant Lessons Learned • External Inputs • Other Feedback

P R O C E S S E S	• Conduct Mission Analysis to Identify Tasks
	• Select Tasks from UJTL*
	• Select/Apply essentiality Criteria
	• Select J/AMETs*
	• Select Responsible Organizations*
	• Determine and select* relevant Conditions and Standards
	• Supporting, &, Command-Linked Tasks*
	• Commander/Director Approves J/AMETL
		• Revise C/ATG*
		• Analyze J/AMETs
		• Review TPA of JMET - Organizations*
		• Refine Training Audience based on TPA*
		• Develop Training Objectives* (TO)
		• Determine Training Methods*
		• Design Training Event /Schedule Resources*
		• Publish J/ATP *
			• Execute Joint Event Life Cycle (JELC)
			• Develop*/Conduct/ Evaluate Academic Training Events
			• Develop*/Conduct*/ Evaluate* Exercises
			• Develop/Capture* Task Performance Observations (TPOs)*
			• Review TPOs*
			• Determine/Document* Training Proficiency Evaluation level (TPE)
			  o T-Trained
			  o P-Partially Trained
			  o U-Untrained
			  o N-Not Observed
			• Develop/forward AAR*
				At each echelon within the command, and within each subordinate organization, commanders /directors:
				• Analyze TPEs* from Phase III
				• Review relevant LL in other military operations
				• Prepare Staff/Unit Assessment
				• Develop TPAs*
				• Develop MTAs*
				• Obtain Commander's Approval of Proposed TPAs and MTAs
				• Document audience TPAs, and Mission MTAs, in JTIMS
				• Determine/forward Lessons
				Identify/forward Issues

O U T P U T S	• J/AMETL* • Tasks, Conditions, Standards, Organizations (T/C/S/Org)*	• Command/CSA J/ATP • Component Training Plans* • ATP*	• TPOs*/TPEs*	• C/ATG* • TPAs*, MTAs* • Validated LL • Defined Issues
* Supported by JTIMS			*NOTE: Acronyms and definitions are listed in Glossary.*	

3

1
2 3. Phase I: Requirements: Determine Mission Capability.
3   a. The purpose of Phase I (Requirements) (Figure B-2), is to capture
4 the required functions of all echelons involved with accomplishing the
5 mission (i.e., what must be done at each echelon of command, and in
6 each functional area at each echelon of command to accomplish this
7 mission). The functional capabilities required to accomplish the
8 missions assigned to the combatant commanders are those documented
9 in command JMETL. The JMETL defines the command's mission
10 capability requirements in terms of tasks, conditions, standards, and
11 responsible organizations and supporting and command-linked tasks.
12 CSA mission essential task list (AMETL), and service components METL,
13 are identified based on tasks required to support the combatant
14 command JMETL and specific tasks assigned in the commander's
15 guidance. CSAs and supporting commands may have other mission
16 support areas they consider essential and include tasks in their METL to
17 establish those mission capability requirements; the following discussion
18 deals primarily with mission support from supporting elements for
19 combatant commander missions.
20

Phase I Requirements

- **Conduct Mission Analysis to Identity Tasks**
- **Select Mission Tasks for UJTL***
- **Select/Apply Essentiality Rationale**
- **Identify J/AMETs**
- **Select Responsibility Organizations***
- **Determine and Select Relevant Conditions and Standards***
- **Identify Supporting & Command-Linked Tasks***
- **Commanders/Director Approves JMETL**

* Supported by JTIMS
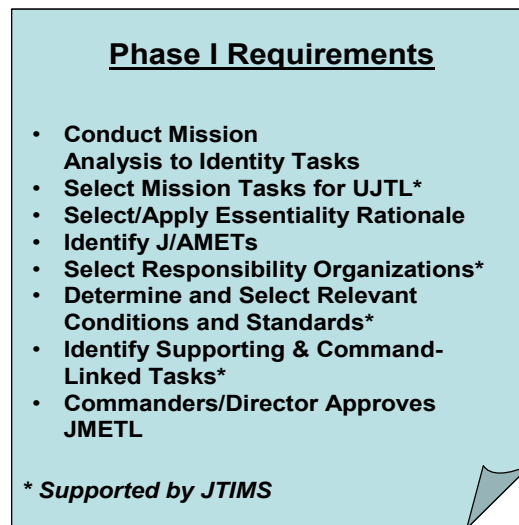
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22
23   Figure B-2. Phase I Requirements Overview
24
25   b. When the JTS is fully implemented, the J/AMETL developed in
26 the Phase I Requirements process establishes a direct connection
27 between the National Military Strategy (NMS) and the combatant
28 commander's strategy, assigned missions, operational plans, tasks
29 inherent in those plans, and joint training responsibilities. The
30 combatant command's JMETL provides the foundation for deriving joint
31 training requirements in Phase II Plans. DRRS and JTIMS support the
32 documentation of J/AMETLs, including tasks, conditions, standards,
33 and organizations. J/AMETLs are built in DRRS using the processes of

1 Phase I of the JTS and dynamically pushed to JTIMS to support the
2 development, management and execution of other JTS products. The
3 outputs of Phase I are combatant command JMETLs, approved by the
4 Combatant Commander, and CSA AMETLs, approved by the CSA
5 Director.
6
7 4.   Phase II: Plans: Develop J/ATPs.
8
9   a. The purpose of Phase II (Plans) (Figure B-3), is to produce a
10 Joint/Agency Training Plan (J/ATP). JTPs developed in Phase II are
11 based on capability requirements identified in the J/AMETL in Phase I
12 (Requirements) and provide commander's guidance and a comprehensive
13 plan of action to link assessment derived training requirements with
14 training events to accomplish training audience objectives. In Phase II,
15 the Commander's/Director's Training Guidance and the command
16 J/AMETL assessment Phase IV (Assessment) (including overall current
17 capability assessment) drive the development of the J/ATP. The J/ATP
18 identifies those individuals and organizations who need training, the
19 training required (Training Objectives (TOs)), the training events needed
20 to satisfy those objectives, and the estimated resources required to
21 conduct the training events.
22

Phase II Plans

- Revise Commander's / Director's Training Guidance*
- Analyze JMETs
- Review TPA of JMET – Organizations
- Refine Training Audience based on TPA*
- Develop Training Objectives*
- Determine Training Methods*
- Design Training Event/Schedule Resources*
- Publish Joint/Agency Training Plan (J/ATP)*

Supported by JTIMS
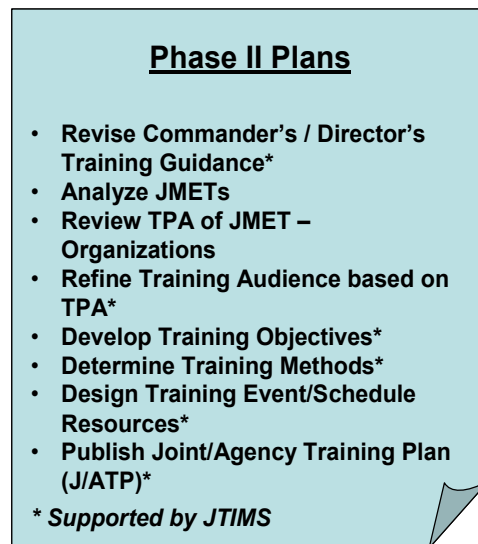
23
24
25   Figure B-3. Phase II Plans Overview
26
27   (1) JTIMS is designed to assist combatant commands/CSAs in
28 developing, managing and approving their J/ATPs. The J/ATP is tied to
29 the combatant command/CSA J/AMETL through assessed training
30 requirements and identified TOs. It identifies audiences requiring
31 training and the events, with resources, needed to train them to

B-6

1   accomplish the required tasks, under relevant conditions, to meet
2   required standards.
3
4   (2) As resources are identified, joint training events, either
5   academic or exercise, are developed in JTIMS and scheduled in the
6   J/ATP, using the JELC methodology. The JELC, an event planning
7   process within the JTS Phase III (Execution), consists of five stages:
8   design, planning, preparation, execution and analysis, and evaluation
9   and reporting.
10
11 NOTE: Joint Training Plans should cover a four year joint training and
12 exercise cycle, which is normally four fiscal years (FYs), commencing in
13 the execution year, a budget/programming year, and two planning years.
14 The outputs of Phase II are the combatant command JTP or CSA ATP.
15
16 5.   Phase III: Execution: Execute Joint and Agency Training Plans.
17
18   a. The purpose of Phase III (Execution) (Figure B-4), is to conduct
19 the events planned in the J/ATPs, and to evaluate the training audience
20 performance in the events relative to specified TOs. In Phase III, the
21 event planning started in Phase II is finalized, with detailed and specific
22 resources allocated to each event. The focus of the execution phase is
23 preparing, executing, and evaluating each discreet joint training event in
24 the combatant command's JTP. CSA ATPs may require stand-alone
25 events, within the agency, or may be incorporated into the events
26 conducted by the combatant commands.
27

Phase III Execution

Execute Joint Event Life Cycle:

*   **Develop* / Conduct* / Evaluate Exercises**
    *   **Develop/Capture' Task Performance Observations (TPOs)**
    *   **Review TPOs'**
    *   **Determine / Document' Training Proficiency Evaluation (TPE) level of training audience(s)**
        *   **T – Trained**
        *   **P – Partially Trained**
        *   **U – Untrained**
        *   **N – Not Observed**
    *   **Develop AAR***

* Supported by JTIMS
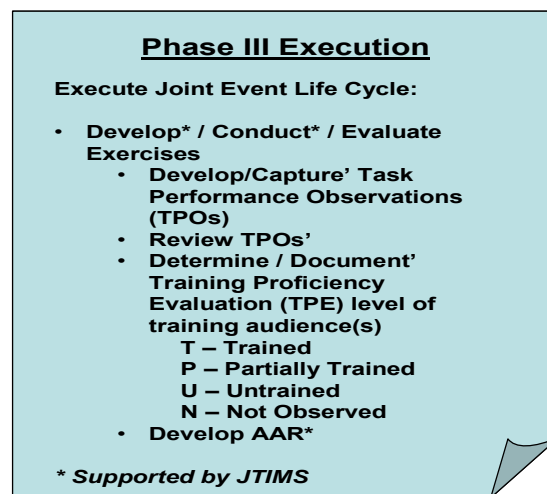
28
29
30   Figure B-4. Phase III Execution Overview
31
32   b. Joint training events, either academic or exercise, are developed
33 using the JELC methodology. The JELC consists of five stages: design,

1 planning, preparation, execution and analysis, evaluation and reporting.
2 TPOs are captured and reviewed in JTIMS to assist in determining the
3 TPE of the training audience. TPEs of each training audience are
4 assigned in JTIMS based on the observed audience performance during
5 the event, relative to the TOs for that specific training audience and
6 event. Potential DOTMLPF issues and lessons learned (LLs) are also
7 identified during this phase. The outputs of Phase III are TPEs,
8 supporting the assessments in Phase IV and AARs, which provide event
9 results as well as potential issues and LL.
10
11 6.   Phase IV: Assessment: Assess Training Performance.
12
13   a. The purpose of Phase IV, (Assessment) (Figure B-5), is to
14 determine which organizations within the command are able to perform
15 at the level required to meet the task standard(s), and which missions
16 the command is trained to accomplish. Assessment is a
17 Commander/Director responsibility. During Phase IV, the commander
18 assesses the command's training proficiency using the outputs from
19 multiple training events, real-world operations, experimental events, and
20 engagement activities. The assessments seek to answer the questions,
21 "Is the organization trained to accomplish specific tasks?" and, "Is the
22 command trained to accomplish its assigned missions?"
23

Phase IV Assessment

At each echelon within the Command,
and within each subordinate
organization, commanders/ directors:

- **Analyze TPEs from Phase III**
- **Review relevant Lessons Learned in
  other military operations**
- **Prepare Staff/Unit Assessment**
- **Conduct TPAs***
- **Conduct MTAs***
- **Obtain Commander/Director
  Approval of Proposed TPAs and
  MTAS**
- **Document audience TPAs, and
  Mission MTAs, in JTIMS**
- **Determine/forward Lessons Learned**
- **Identify/forward Issues**

*** Supported by JTIMS**

24
25
26   Figure B-5. Phase IV Assessment Overview
27
28   b. TPAs. Within the combatant command, the staff directors,
29 subordinate Joint Force Commanders (JFCs), and Service component
30 commanders conduct an assessment of their specific organization. The
31 same process is done in CSAs and other supporting organizations by

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1 staff directorate leads. TPEs from Phase III, LL relevant to the
2 organization, and performance personally observed should all be
3 considered by the commander/ director. Assessments of less than fully
4 trained on existing J/AMETs, combined with any new J/AMETs
5 developed and Commander/Director guidance, form the primary training
6 requirements for the next training cycle.
7
8 NOTE: The combatant commander, who has combatant command
9 authority over assigned forces, is ultimately responsible for the training
10 assessment of those forces. Where the forces are assigned to a
11 supporting command or CSA, the supported commander may provide a
12 recommended TPA.
13
14   c. JTIMS will support assessment of joint training events by
15 automating combatant command, supporting command, CSA and the
16 National Guard's ability to produce TPAs, derived from the TPEs from the
17 Execution Phase. Once the TPAs for each task are completed, DRRS will
18 pull approved TPAs, with associated issues and resolutions, from JTIMS
19 as part of the DRRS training assessment tab and in support of overall
20 readiness assessment.   The TPAs and J/AMETs associated with specific
21 missions are then analyzed to produce Mission Training Assessments
22 (MTAs). Commander's judgment, supported by objective data input,
23 forms the MTA for each mission. The Commander/Director should
24 determine whether the command/CSA is trained to accomplish the
25 mission. Once the MTAs are completed, DRRS will pull the approved
26 MTAs from JTIMS.
27
28   d. The training assessment completes the joint training cycle and,
29 with J/AMETL, forms the foundation for the next cycle. The assessment
30 serves several purposes, both internally and externally. First, it
31 identifies performance shortfalls that help define future training
32 requirements. Second, it provides a measurement of the command's
33 ability to perform assigned missions, which translates into training
34 readiness. Third, it documents LL (techniques, procedures, or practical
35 solutions) that may assist other commands in accomplishing their
36 missions. Finally, issues are identified that preclude command training
37 to a desired standard in the future. These issues are part of the
38 Commander's/Director's overall readiness assessment and should be
39 reported to appropriate external command echelons, or through existing
40 readiness processes. The outputs of Phase IV are the TPAs and MTAs
41 used in Phase I to review existing operational plans and J/AMETL; in
42 Phase II to support development of future training requirements; and
43 lessons learned and issues beyond the capability of the combatant
44 commander to resolve.
45

7. <u>Joint Training Analysis and Trends Development</u>. Joint Staff J-7 will implement a process to assess the effectiveness of joint training; identify joint training trends through analysis; and provide guidance to allocate resources as necessary to mitigate unfavorable training trends.

    a. Joint training trend development is an output of the JTS Phase IV. Joint training trend identification should begin with analysis of joint training supporting the generation and sustainment of critical mission capability requirements identified in the Joint Mission Essential Task Lists, documented in DRRS and in JTIMS, to conduct a first level analysis of trends across the joint training community. Joint training analysis and trends can be developed from the following:

        (1) DRRS/ESORTS 'Training' Readiness Assessments. Input for this assessment comes from a JTS Phase IV product residing in JTIMS.

        (2) Joint Lessons Learned Information System (JLLIS) Lessons categorized by UJTL tasks.

        (3) USJFCOM JWFC Exercise Support Team observations and JNTC OPFOR observations.

        (4) Combatant command/agency exercise and joint training event training proficiency evaluations for non-JWFC supported events

        (5) Training and operational issues that can be sorted by task (J/AMET), category type (PETSO or DOTMLPF), and organizational type (combatant command, agency, etc).

    b. To the greatest extent possible, JTIMS will support the Joint Training analysis and trends process. Analysis of issues will identify training trends that need resolution in the form of policy guidance, doctrine, joint training requirements, development of joint or Service training courses, etc. Joint training trends may be described in the Chairman's Annual Joint Training Guidance and as Chairman's High Interest Training Issues. This process should capture both objective and subjective data points, but will ultimately result in a subjective analysis of trends and recommendations to mitigate negative joint training trends through the application of resources, policy change or directed leadership focus.

8. <u>The JTS Planning Continuum</u>.

    a. A representative planning cycle for joint training is depicted in Figure B-6.

1
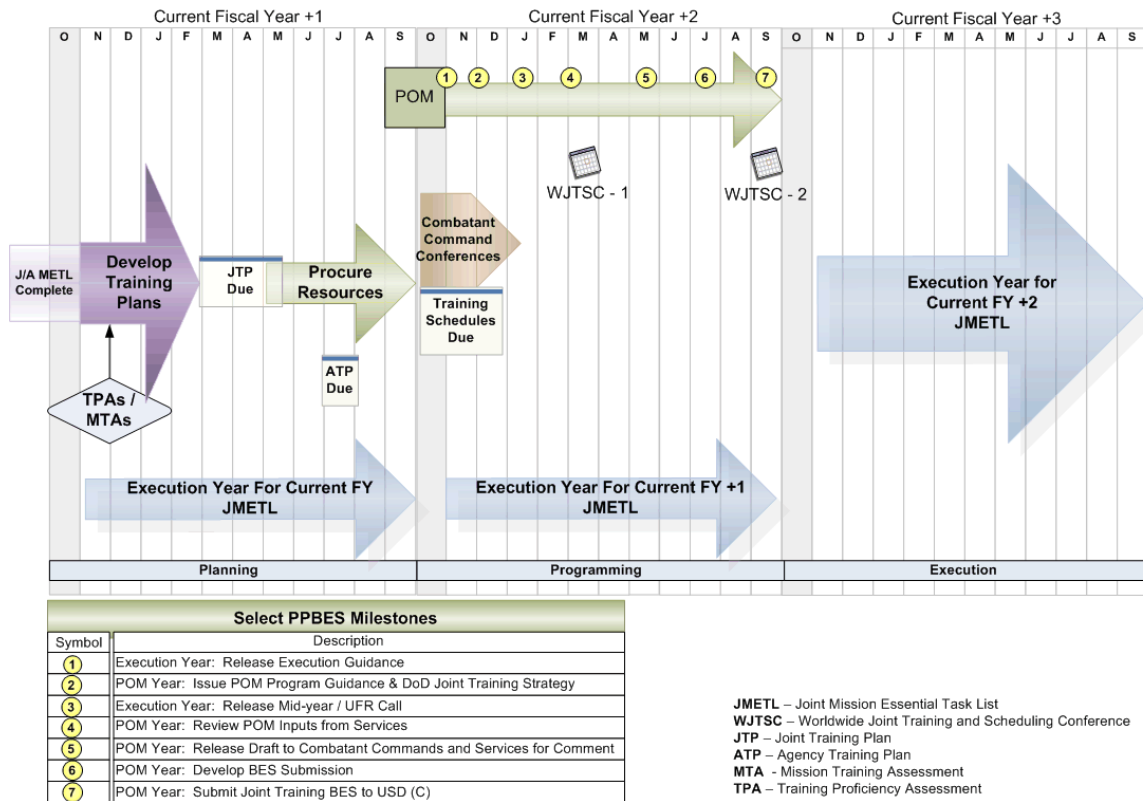
4   Figure B-6. Joint Training, Planning, and Programming Cycle

6   With respect to a combatant command or CSA J/ATP, note that in any
7   given year, there is a J/ATP in execution, a J/ATP being finalized with
8   programmed resources linked to the budget cycle and a J/ATP in
9   planning for the following year budget cycle. The objective J/ATP should
10 be based on a four year cycle that corresponds to the NEP plan and
11 documents the execution year, a budget or programming year, and two
12 planning years.   The NEP, when fully established, will actually
13 document five years, which includes the current year, but J/ATP
14 publication dates in the third quarter of the fiscal year facilitate
15 documentation of the upcoming four fiscal years.

17   b. The J/AMETL review/revision should be completed annually in
18 September. This review should be continuous throughout the year,
19 based on known changes to assigned missions, new
20 Commanders/Directors being assigned, or LL being applied to improve
21 operational plans. Within supported combatant commands, change
22 recommendation inputs should be scheduled far enough in advance (1-2
23 months) to allow adequate staffing for Combatant Commander approval
24 by September 30. Supporting commands/CSAs may take until

1 December, if necessary, to complete their J/AMETL review due to the
2 need to consider the supported command's final JMETL.
3
4   c. Once the Commander/Director have approved the J/AMETL, an
5 assessment of current capability must be accomplished. Joint training
6 requirements are then identified and formalized as a result of this
7 current capability assessment. Once the joint training requirements are
8 coordinated and approved, the J/ATP is developed in JTIMS, in
9 coordination with the entire staff. JTIMS will pull the approved
10 J/AMETL from DRRS to support training requirement identification and
11 J/ATP development.
12
13   d. The J/ATPs, submitted annually in Mar, May and Jul, detail the
14 combatant command/CSA training resource requirements.
15
16   e. Following submission of the J/ATPs, and until the Worldwide
17 Joint Training and Scheduling Conference (WJTSC), which meets in
18 September/October, the commands, CSAs, Services, and Joint Staff
19 attempt to align resources with their J/ATP submissions. At the WJTSC,
20 the existing resources are updated by the Joint Staff and Services, thus
21 providing the combatant commands the latest resource information for
22 their fall theater scheduling conferences.
23
24   f. At the completion of the theater scheduling conferences, the
25 commands enter their final resource-constrained schedules into JTIMS
26 in preparation for the WJTSC held in February/March. Issues and
27 conflicts related to the execution year are resolved at this conference.
28
29   g. JTIMS User Advisory Group meets at each WJTSC to resolve
30 issues and discuss desired upgrades. The UJTL Users Advisory Group
31 meets as necessary at each WJTSC to resolve critical non-concurrences
32 on submitted UJTL task changes that have not been previously resolved.
33
34   h. After the WJTSC, combatant commands and Services update
35 their exercise schedules and publish them in JTIMS. Once all combatant
36 commands and CSAs have published their events, a comprehensive
37 event calendar is available in JTIMS for review.
38
39 9. <u>JTS Summary</u>. The purpose of the JTS is to support combatant
40 commanders, CSAs, and NGB in conducting their Joint Training
41 Programs under joint training policy established by the Chairman and
42 Joint Staff J7. Commanders at all echelons are responsible for joint
43 training, and ultimately the readiness of the staffs and forces assigned to
44 their command. The JTS is a systematic approach to assist commanders
45 in ensuring joint training and readiness levels required in their command
46 are met. This approach assists in identifying the functional

1 responsibilities of assigned individuals and organizations in the form of
2 tasks, conditions, and standards; identifying events and resources to
3 accomplish required training; conducting and evaluating training; and
4 assessing the resulting performance of assigned individuals and
5 organizations relative to their functional responsibilities. The JTIMS
6 supports the facilitation and execution of processes within all four JTS
7 Phases. JTIMS is the primary information support tool used to support
8 combatant command joint training programs.
9
10   • The JTS Phase I (Requirements), results in the combatant
11 command JMETL and the CSA AMETL.
12
13   • The JTS Phase II (Plans), results in the combatant command JTP
14 and the CSA ATP.
15
16   • The JTS Phase III (Execution), results in TPOs/TPEs.
17
18   • The JTS Phase IV (Assessments), results in TPAs and MTAs, LLs,
19 and issues requiring resolution outside of the command or CSA.
20

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2 APPENDIX A TO ENCLOSURE B

3

4 KEY SUSPENSE LIST

5

Date	Office	Subject
September-October	Joint Staff	Conduct WJTSC-2; brief Annual Joint Training Trends
September	Joint Staff, Combatant Commands, CSAs, Services	Conduct UJTL User Advisory Group and JTIMS User Advisory Group
September	Joint Staff, Combatant Commands	Quarterly CE2 Stakeholder Leadership Team Meeting
30 September	Combatant Commands	Review JMETL
October - December	Combatant Commands	Conduct combatant commander exercise and training scheduling conferences
November	Combatant Commands, CSAs, Services	Service Joint Training Coordination Conference
December	CSAs	Review AMETL
December	Joint Staff, Combatant Commands	Quarterly CE2 Stakeholder Leadership Team Meeting
31 December	Combatant Commands	Publish event summaries in JTIMS for the upcoming execution year, budget year, and following 4 years, incorporating changes from the WJTSC and the combatant commanders' exercise and training scheduling conferences
31 December	Combatant Commands	Submit summary report of annual Developing Countries Combined Exercise Program (DCCEP) per CJCSM 3500.03 series
January - February	Joint Staff, Combatant Commands, Services	CEP/JEP Annual Schedule Review and Deconfliction Conference
February - March	Joint Staff	Conduct WJTSC-1
February - March	Joint Staff,	Conduct UJTL User Advisory Group

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Date	Office	Subject
	Combatant Commands, CSAs, Services	and JTIMS User Advisory Group
February	Joint Staff, Combatant Commands	Submit issues for Joint Doctrine Planning Conference
March	Joint Staff, Combatant Commands	Quarterly CE2 Stakeholder Leadership Team Meeting
15 March	Combatant Commands	Update event summaries in JTIMS, incorporating changes from WJTSC-1
15 March	Geographic Combatant Commands	Publish JTPs in JTIMS
31 March	National Guard Bureau	Publish JTP in JTIMS
31 March	Combatant Commands	Submit DCCEP Plans for next 2 fiscal years to the Joint Staff J-7; the first year for approval, the second year for planning
May	Combatant Commands, CSAs, Services	Service Joint Training Coordination Conference
15 May	Functional Combatant Commands	Publish JTPs in JTIMS
June	Joint Staff, Combatant Commands	Quarterly CE2 Stakeholder Leadership Team Meeting
June	Joint Staff	Review of joint exercise program
30 June	Combatant Commands, CSAs	Submit joint training trends to Joint Staff J-7
July	Joint Staff, Combatant Commands	Submit issues for Joint Doctrine Planning Conference
15 July	USJFCOM	Publish JTP in JTIMS
15 July	CSAs	Publish ATPs in JTIMS
30 August	Joint Staff	Chairman issue joint training guidance with updated High Interest Training Items

1
2   Table B-A-1. Key Suspense List

Appendix A
Enclosure B

1
2
3   ENCLOSURE C
4
5   PHASE I (REQUIREMENTS)
6
7   1.   Introduction. The purpose of JTS Phase I (Requirements) is to
8   identify the capabilities required to accomplish assigned missions and to
9   document those capabilities in the form of JMETs. This process
10   establishes the linkage between the NMS and combatant command
11   missions, operational plans, and tasks inherent in those plans and joint
12   training. The final product is a combatant commander JMETL that
13   reflects and consolidates the mission capability requirements of the
14   combatant command into a single list of tasks, conditions, standards,
15   responsible individuals and organizations. The JMETL forms the
16   foundation for all joint training and provides the basis for deriving the
17   command joint training requirements in Phase II (Plans). Service
18   Components and CSAs also develop supporting METLs and AMETLs,
19   respectively, which provide the basis for deriving their training
20   requirements.
21
22   a. It is important to note the distinction between a common use of
23   the term "mission" and the use of the term in the JTS. Typically, the
24   term "mission" is used to doctrinally describe "operations," such as
25   "attack," "defend," "strike," "raid," etc. However, in executing the JTS,
26   the term "mission" is used as follows:
27
28   "The terms 'roles, missions and functions' are often used
29   interchangeably, but the distinctions between them are important.
30   'Roles' are the broad and enduring purposes for which the Services and
31   the United States Special Operations Command (USSOCOM) were
32   established in law. 'Missions' are the tasks assigned by the President or
33   Secretary of Defense to the combatant commanders. 'Functions' are
34   specific responsibilities assigned by the NCA [National Command
35   Authorities[2]] to enable the Services to fulfill their legally established
36   roles. Simply stated, the primary function of the Services and
37   USSOCOM is to provide forces organized, trained and equipped to
38   perform a role — to be employed by the combatant commander in the
39   accomplishment of a mission." (reference d)
40

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[2] Current SecDef directives eliminate the term "NCA." However, this is a
quote from an existing joint publication.

1   This distinction is crucial to the J/AMETL development process,
2   especially when identifying conditions and standards. Roles lack the
3   specificity to scope training. *For example, training to the role "defend"*
4   *requires resources to cover all conditions to absolute standards in all*
5   *scenarios – this would be nearly impossible.* Training to the mission,
6   "defend Kuwait from military invasion" permits commanders to limit the
7   scenarios, conditions, etc., and to more precisely plan required training
8   for specific audiences. In short, it allows for the identification of specific
9   conditions and standards.
10
11   b. In the context of the JTS, missions are assigned to the combatant
12 commanders, who in turn pass guidance (missions and tasks) to their
13 subordinate commanders. The JFCs at the appropriate levels-of-war,
14 through their concept of operations (CONOPS), select a set of military
15 operations to accomplish the mission. Operations can be described as a
16 set of UJTL and/or service tasks, related through doctrine, which are
17 conducted to accomplish the mission. Tasks are accomplished by both
18 individual and collective performance of doctrine and tactics, techniques,
19 and procedures (TTP).
20
21   c. Command missions are derived from external guidance to include
22 the Joint Strategic Capabilities Plan (JSCP), Unified Command Plan
23 (UCP), treaty obligations and Presidential and Secretary of Defense
24 (SecDef) Directives. Plans developed using the Joint Operation Planning
25 Process (JOPP) specify and imply the missions and tasks the command
26 must perform (reference e.) These plans include contingency plans and
27 crisis action plans and may include requirements for operating with
28 CSAs and non-DOD organizations such as US government agencies,
29 NGOs and international organizations.
30
31   d. The plans developed during joint operation planning provide an
32 underpinning for effective training and ultimately, readiness programs.
33 While the planning process is primarily the domain of the J-5
34 community, the development of joint operation plans includes inputs
35 from every functional element of the command, as well as inputs from
36 supporting commands, CSAs and other governmental agencies. The
37 DOD is currently moving to strengthen the linkages between operational
38 requirements defined in joint operation plans, JMETs and readiness
39 assessment.
40
41   e. Ideally, JMETL development will follow a process similar to the
42 development of joint operation plans. The UJTL tasks selected by the
43 combatant command are normally strategic theater (ST) level tasks that
44 define the overarching architecture of the combatant command JMETL.
45 These tasks are provided to the subordinate commands and supporting

1   organizations, who in turn must develop their own supporting JMETs or
2   AMETs at the appropriate operational (OP) and tactical (TA) levels, using
3   the UJTL and Service task lists. The CSA AMET development process is
4   no different than any other supporting organization except that their
5   focus of support encompasses more agency mission support areas than
6   just combatant commands. The mission analysis of all taskings from
7   organizations supported by the CSA would form the task set from which
8   the Director would then decide which are essential to his support
9   mission. It is reasonable to assume that not all tasks in the CSA AMETL
10   will support combatant commanders. The following discussion
11   addresses JMETL development from the combatant command
12   perspective, however the processes used to do mission analysis to
13   determine specified and implied tasks, decide which UJTL tasks apply
14   and determining essential tasks for the AMETL is essentially the same
15   process the combatant commands use.
16
17   f. The coordination and interaction construct described in the JOPP
18   serves as a model for the identification of the combatant command
19   JMETL (reference e). Members of all functional areas within the
20   command, as well as the components and supporting commands,
21   provide inputs to the commander's estimate in the planning process.
22   The same individuals making the staff estimate inputs should be
23   involved in selecting the JMETs appropriate to their organization as part
24   of the combatant command JMETL development (based on their
25   established subject matter expertise). Also, established plans referenced
26   above in paragraph 1c provide an excellent source for identifying tasks
27   that support each mission documented in an approved plan.
28
29   2.   Purpose. This enclosure describes the process for developing a
30   J/AMETL. (NOTE: The METL build process is physically accomplished in
31   DRRS/ESORTS; the combatant command process of mission analysis to
32   MET selection is what is described herein; the CSA process is similar)
33   Comprised of tasks, conditions, standards and responsible organizations,
34   the combatant command/CSA J/AMETL documents the capabilities
35   required for the Commander/Director to accomplish the missions
36   assigned, i.e. in order to accomplish [this mission], these organizations
37   must accomplish [these tasks], under [these conditions], to meet [these
38   standards]. When so stated, the J/AMETL helps answer the
39   fundamental question of readiness, "Ready to do what?" It also provides
40   the foundation for preparation of forces (units, commanders and staffs)
41   to develop procedures (doctrine and TTP), organize, acquire equipment
42   and materiel, prepare leaders, recruit people and build facilities and
43   infrastructure, as well as train.
44

1 3.   Inputs, Processes, and Outputs. The specific inputs, process
2 steps and outputs associated with Phase I (Requirements) are depicted in
3 Figure C-1. Inputs include guidance and reference material. The
4 process steps identify the method for taking the inputs and producing
5 the J/AMETL consisting of tasks, conditions, standards, responsible
6 organizations, and command-linked and supporting tasks with
7 conditions and standards.
8

Inputs

- Current National Military Strategy (NMS)
- Joint Strategic Capabilities Plans (JSCP)
- Joint Strategic Capabilities Plans (JSCP)
- Presidential and SecDef Directives
- Treaty Obligations
- Unified Command Plan (UCP)
- Theater Security Cooperation Plans
- DoD Directives
- Command Plans (OPLANs/CONPLAN/FUNCPLANs)
- Higher HQs JMETL*
- Joint Doctrine
- Commander Guidance*
- UJTL/Service Task List*

Processes

- Conduct Mission Analysis to ID Tasks
- Select Tasks form UJTL*
- Select/Apply essentiality Criteria
- Select J/AMETs
- Select Responsible Organizations*
- Determine and select relevant Conditions and Standards*
- Supporting & Command Link Tasks*
- Commander Approves J/AMETL

Outputs

- J/AMETL*
- Tasks, Conditions, Standards Organizations (T/C/S/Org)

Supported by JTIMS

9
10
11   Figure C-1. Phase I: Inputs, Processes, and Outputs
12
13 4.   J/AMETL Development Flowchart. The flowchart for J/AMETL
14 development (Figure C-2) takes the inputs, process steps, and outputs
15 and arranges activities in an orderly, sequential format. The dialogue on
16 the right margin indicates where the combatant command/CSA is in the
17 missions-tasks-J/AMETL development progression. The process steps in
18 this flowchart should be used if the combatant command/CSA has not
19 identified its J/AMETL, if there has been a change in missions or
20 strategy since the last training cycle or if the combatant command/CSA
21 wishes to revalidate its J/AMETL. DRRS supports both mission analysis
22 and J/AMETL development, to include selection of UJTL and Service
23 task lists, conditions, standards and organizations to the Unit
24 Identification Code (UIC) level of detail. Utilizing web services, JTIMS
25 was developed to dynamically pull the METL from DRRS allowing further

1 development and refinement of additional JTS products (J/ATP, training
2 events, execution and assessments).
3

**J/AMETL
Development**

NMS — STRATEGY

Joint Operation
Planning

Step 1 — Mission
Analysis ← Joint Doctrine
Commander/Director
Guidance Relevant
Lesson Learned — MISSION(S)

SCP
OPLANs
CONPLANs

Specified &
Implied Tasks ← UJTL — OPERATIONS(S)

Step 2 — Select
UJTL Tasks

Mission
Tasks — TASK(S)

Step 3 — Define Essential
Criteria &
Determine J/AMETL

J/AMETL — MISSION TASK(S)
IN COMMON UJTL
LANGUAGE

Step 4 — ID Organization Responsible
ID Condition/Standards

Step 5 — Identify Supporting &
Command – Link Tasks — ESSENTIAL TASK(S)

LEGEND

Document

Process

Input/Output

Step 6 — Commander/Director
Approve

J/AMETL — COMMANDS/CSAs
TOTAL MISSION
CAPABILITY
REQUIREMENTS

4
5
6   Figure C-2. JMETL Development Flowchart
7
8   a. Step 1: Conduct mission analysis to determine specified and
9 implied tasks. The first step in the development of a military concept of
10 operations begins with a careful analysis of the assigned *task mission*. In
11 the language of joint operation planning, the Combatant Commander
12 and his joint staff review the overall operation, determine specified and
13 implied tasks (Figure C-1) and develop a concise mission statement that
14 contains the tasks that are essential for the successful accomplishment
15 of the assigned mission. In the CSA, the mission analysis is performed
16 on all assignments for support from higher headquarters to include

1 mission support required by supported combatant commanders. Once
2 the specified and implied tasks are identified, combatant command and
3 CSA planners find those tasks in the UJTL or Service task lists (see
4 Figure C-3). For the combatant command planner more typically,
5 mission tasks can be selected after the JOPP is complete using OPLANs,
6 CONPLANs, or SCPs as reference documents. In either case, the JTS
7 J/AMETL development process requires the Commander/Director to use
8 tasks selected from the UJTL and/or Service task lists. If relevant tasks
9 cannot be found in the UJTL, a candidate UJTL task may need to be
10 established and approved using procedures in reference f. Participants
11 in the mission analysis process should be those most familiar with the
12 mission and the JOPP for combatant commanders and those CSA core
13 subject matter experts that plan CSA support operations. JTS expertise
14 in the combatant commands and supporting organizations should assist
15 the planners in identifying appropriate UJTL or Service tasks and
16 selecting them in DRRS/ESORTS. The flowchart segment supporting
17 this step is shown in Figure C-4.
18
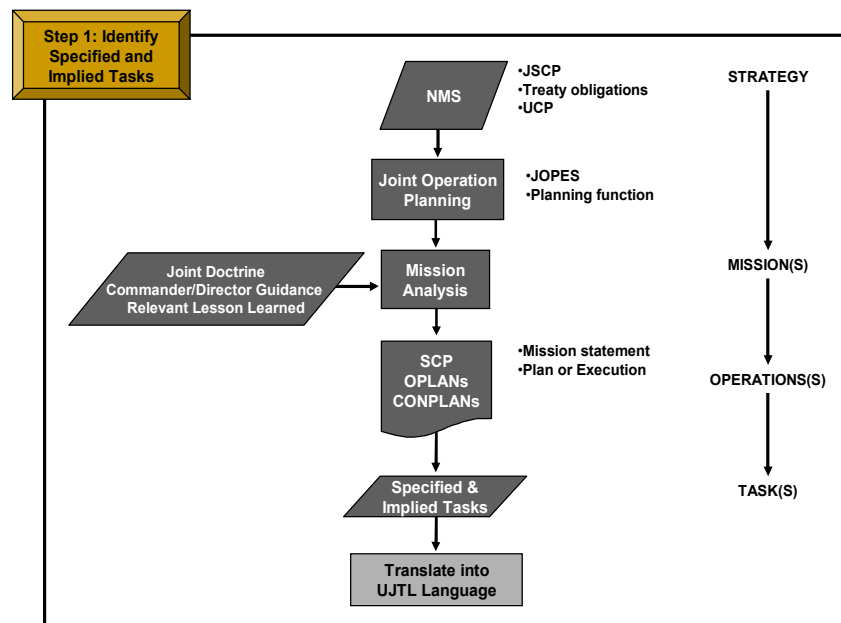
19
20
21   FigureC-3. Step 1 – Identify Specified and Implied Task

Enclosure C

1
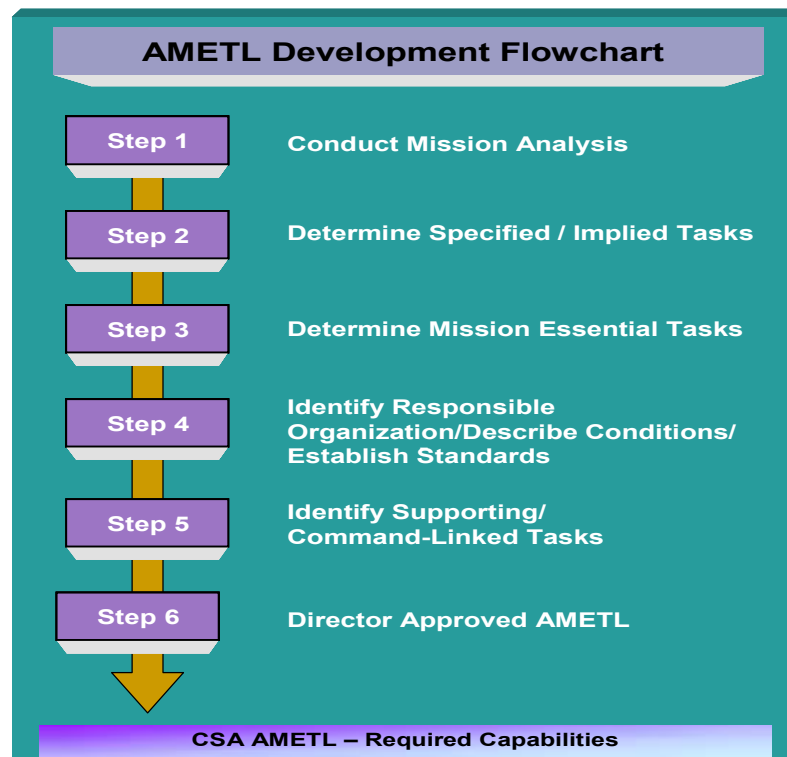
Figure C-4. AMETL Development Flowchart

(1) The following guidelines are per reference g:

(a) **Mission**. The mission statement is the impetus for the detailed planning that follows. It is the **JFC's expression of what the joint force must accomplish and why**. Orders contain both specified and implied tasks. *During mission analysis, commanders translate these tasks into missions for their subordinates* [emphasis added]. Commanders do so by analyzing the mission statement and CONOPS, understanding the intent of senior commanders, assessing the current situation and organizing all resources available to achieve the desired end. Clarity of the mission statement and its understanding by subordinates, before and during the operation, is vital to success.

(b) **Mission Analysis**. Determine the higher command's purpose. Analyze national security and national military strategic direction as well as appropriate guidance in alliance and coalition directions, including long- and short-term objectives for conflict termination; integrated operations (inter-agency, inter-governmental, NGO, etc); Stability, Sustainment, Transition and Reconstruction (SSTR) and Critical Infrastructure Program (CIP). Conflict termination objectives should include the military objectives that will provide the basis for

C-7

1 realizing the political aim regardless of whether an imposed or negotiated
2 termination is sought. Determine specified and implied tasks. If
3 multiple, determine priorities.
4
5   (c) **Mission Statement**. Express in terms of who, what,
6 when, where (task parameters) and why (purpose). Frame as a clear,
7 concise statement of the essential tasks to be accomplished and the
8 purpose to be achieved (Figure C-5).
9

Mission Statement

When Directed, COMALCOM Conduct Military Training in support of the Metlakatla Indian Community Project to Construct a Road on Annette Island between the Village of Metlakatla and the Proposed Ferry Terminal.
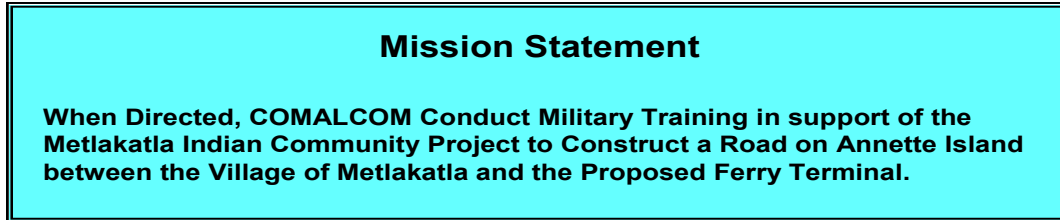
10
11
12   Figure C-5. Example of Mission Statement
13
14   (2) Each Combatant Commander is assigned planning *tasks*
15 (i.e. missions) in the JSCP, aligned with the NMS. The command is
16 also assigned specific missions either by Presidential and SecDef or
17 DOD directives, treaty obligations or the UCP.
18
19   (3) The framework for mission analysis is the commander's
20 guidance and joint doctrine. Commander's guidance provides a
21 description of mission objectives (desired end state) for the mission,
22 the intermediate objectives leading to mission objectives, intended
23 methods for accomplishing mission objectives and any time
24 constraints or additional requirements levied by the commander. The
25 mission analysis consists of extracting specified and implied tasks
26 from these sources.
27
28   (a) Specified tasks: tasks that are stated in planning
29 directives or orders (e.g., "Concept plans must incorporate provisions
30 for unilateral US action as well as operations as part of a coalition of
31 nations to achieve a common goal").
32
33   (b) Implied tasks: actions or activities not specifically
34 stated in the task but must be accomplished to successfully complete
35 the mission (e.g., to defend nation XYZ implies the need for the United
36 States to deploy forces and other resources to that nation).
37
38   (4) When operational plans are in place, the majority of the
39 mission analysis may already be complete, and specified and implied
40 tasks identified. In such cases move to Step 2: the focus of effort will be

1   on selecting appropriate tasks from the UJTL, or Service task lists in
2   DRRS, to accurately describe those specified and implied tasks. In the
3   case where no existing plan exists, however, it may be necessary to
4   conduct the JMETL selection following the JOPP. In either case, the
5   individuals possessing the functional expertise at the appropriate levels
6   are ideally the same individuals involved in the J/AMETL development
7   for the command.
8
9   (5) The output of Step 1 is a concise mission statement,
10 expressed in terms of who, what, when, where (task parameters) and
11 why (purpose). The mission statement should frame a clear, concise
12 statement of the mission objectives to be accomplished and the
13 purpose to be achieved, and provide planning guidance for the staff
14 and subordinate commanders.
15
16   b. Step 2: Select Mission Tasks from UJTL. Once specified and
17 implied tasks are identified in the mission statement, appropriate UJTL
18 tasks are selected in DRRS. Selecting UJTL tasks descriptive of specified
19 and implied tasks provides a common language to document required
20 capabilities and identify required resources. The result is a list of mission
21 tasks, which are capabilities associated with each assigned mission (see
22 Figure C-6).
23
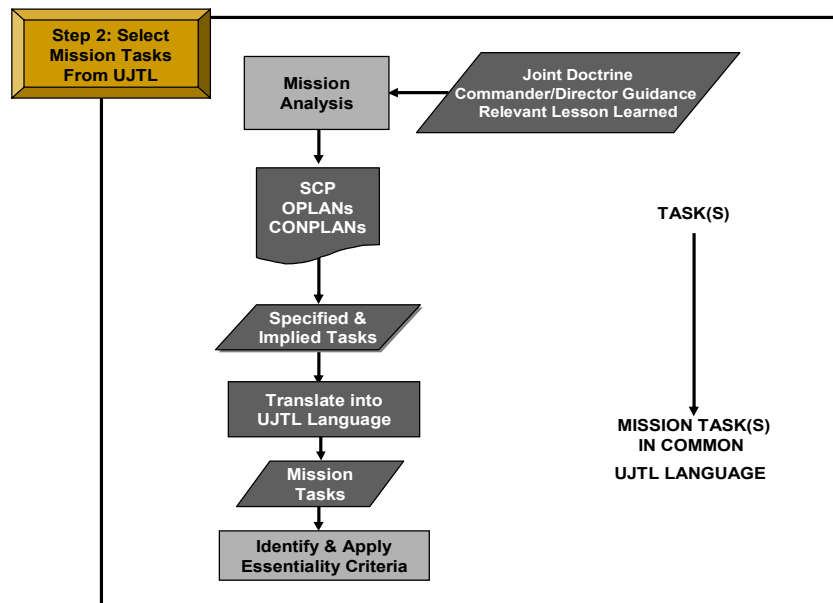
24
25
26   FigureC-6. Step–2 - Mission Task Selection
27
28   (1) The UJTL contains a comprehensive, hierarchical listing
29 of tasks, conditions and measures that are used to describe the

C-9

1 functional capabilities that JFCs, service components, CSAs or other
2 joint organizations require in executing potential missions. The UJTL
3 defines tasks in a common language and organizes the tasks by levels
4 of war.
5
6 NOTE: UJTL tasks describe what must be done to accomplish the
7 mission. How the tasks are performed is derived from joint doctrine,
8 joint tactics, techniques and procedures, Standard Operating
9 Procedures (SOP) or commander's guidance. Who performs the task
10 is derived from the CONOPS in the JOPP. "Task" is defined as a
11 discrete event or action, not specific to a single unit, weapon system,
12 or individual that enables a mission or function to be accomplished by
13 individuals or organizations.
14
15   (2) The planning staff must first review the commander's
16 CONOPS guidance, specified and implied tasks, operational plans (if
17 they are completed) and the UJTL or Service task lists. The objective
18 of this effort is to select from the UJTL and/or Service task lists those
19 tasks that accurately describe the functions and activities required to
20 meet the commander's objectives and complete the mission.
21 Appropriate subject matter experts representing all functional areas
22 in the command should review the UJTL and/or Service tasks, read
23 the task definitions and select those specific tasks that most
24 accurately capture the mission requirements. The process of selecting
25 appropriate UJTL or Service tasks requires time for adequate research
26 and analysis. This process, like joint operation planning, requires
27 weeks and months, not hours and days. Currently, JTIMS supports
28 the documentation of the commander's guidance, the listing of
29 doctrinal references, and the dynamic display of tasks selected in
30 DRRS from the UJTL or Service task lists, from the strategic national
31 (SN) to the TA unit level tasks.
32
33   (3) The output of Step 2 is the mission task list. During
34 selection of mission tasks, focus must remain on *what* must be done at
35 the appropriate levels (i.e. deploy forces from one theater to another (SN
36 tasks), disperse the forces in theater (ST) and form the operational
37 command (OP) to execute the mission through the integration and
38 synchronization of air, land, sea and special operations forces (TA)). The
39 end state of Step 2 is to capture the required functions, documented in
40 mission tasks, of all echelons involved with accomplishing the mission:
41 what must be done at each echelon of command, and in each functional
42 area at each echelon of command, in order to accomplish the mission.
43
44   c. Step 3: Determine Essential Tasks from Mission Tasks. This
45 step determines which tasks are essential by applying the

1 Commander/Director approved definition of essentiality for each mission
2 (Figure C-7). This definition is then applied to each mission task
3 identified during mission analysis.
4
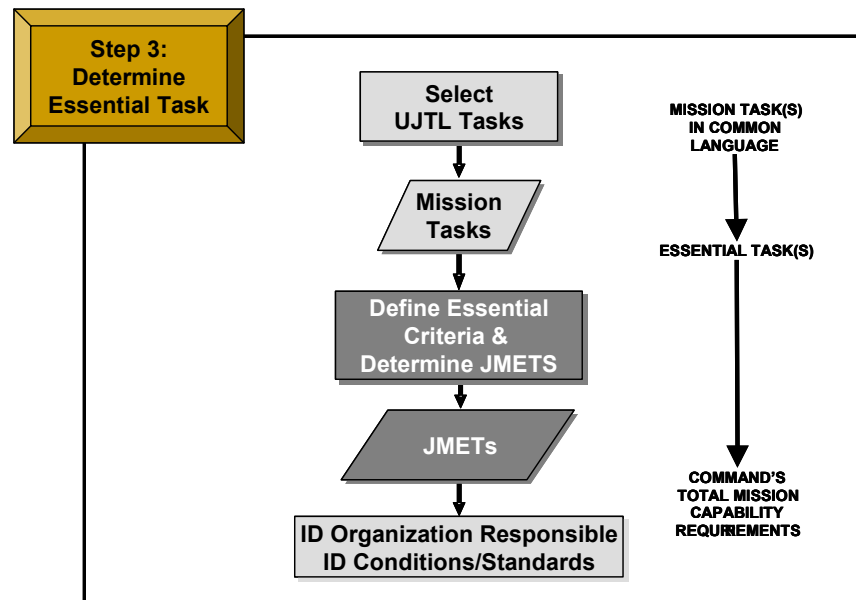
5
6
7 Figure C-7. Step–3 - Mission Tasks to Essential Tasks
8
9   (1) The definition, or criteria, of what makes a task essential is
10 specific to each mission. Further, since different commanders may
11 accomplish the same mission differently, the definition of essential can
12 be commander-specific. What is important in this process, however, is to
13 carefully consider the "essence" of the mission *before* attempting to
14 identify essential tasks to ensure the same consideration is applied to
15 each task. The development of essentiality criteria requires close
16 coordination between the staff planners and the organizational
17 commander and must be approved by the commander prior to initiating
18 the JMETL development process. The criteria of essentiality are whether
19 or not the objective can be attained and the mission accomplished
20 without the task being performed to the standard. For example,
21 deployment and redeployment will normally be "mission essential," as
22 will intelligence collection, command, control and communication.
23 Beyond these core tasks, the selection of essentiality criteria must be
24 based on an analysis of the mission objective and the CONOPS defined
25 by the commander. For example, OP 3.2.3, "Attack Aircraft and Missiles
26 (Offensive Counterair)," may be identified as a *mission task* (a task that
27 may be performed in the accomplishment of the mission) for a specific
28 mission, but if the air threat capabilities possessed by the enemy are
29 limited, the task may not be "essential" to accomplishing the mission. A
30 JMET is defined as a mission task, selected by a JFC, deemed essential

1   to mission accomplishment and defined using the common language of
2   the UJTL. The collective list of JMETs with responsible organizations,
3   conditions and standards is referred to as the JMETL.
4
5   (a) Some considerations in designation of an essential task
6   include:
7
8   1. Specified tasks directed in the mission directive: UJTL
9   or Service tasks directly associated with a specified task would normally
10   be mission essential. UJTL or Service tasks associated with implied
11   tasks may or may not be mission *essential*.
12
13   2. Tasks providing support to subordinate organizations or
14   other commands: Can subordinates/supporting commands accomplish
15   their tasks if [this task] is not accomplished? (SN 1.1.2, "Coordinate and
16   Match Transportation Resources and Requirements," a USTRANSCOM
17   task, is a command-linked task requiring ST 7.1.2, "Determine
18   Deployment Requirements," to be accomplished by the supported
19   command).
20
21   3. The effect of the task accomplishment on future or
22   follow-on task accomplishment: Can tasks required later in this military
23   operation be accomplished without first completing [this task]? (ST
24   1.1.2.3, "Provide Onward Movement in the Theater").
25
26   4. Special guidance from the commander that contributes
27   to or defines a successful mission end state: Does commander's
28   guidance require [this task] to be accomplished? (OP 5.8.1, "Manage
29   Media Relations in the Joint Operations Area (JOA)").
30
31   (b) The selection of a task as "mission essential" is NOT
32   synonymous with selection of a "training requirement." The training
33   assessment of the organization responsible for accomplishing the task
34   determines training requirements, i.e. are they trained? The mission
35   essential task determination is purely contingent on the contribution of
36   the task to meeting mission objectives and accomplishing the mission.
37
38   (c) The number of missions in which a task is selected can
39   assist in the prioritization of resources to train, organize and/or equip a
40   task, but it should not be a criterion for essentiality. A task essential to
41   accomplishing the objectives of a single mission is an essential task for
42   the organization assigned that mission.
43
44   (2) Once the commander approves the essentiality criteria, it is
45   applied to the mission tasks and the essential tasks are identified for

1 each mission. The commander must determine the "essentiality
2 standard" in deciding and identifying which tasks are essential (i.e.,
3 determine if the task must meet all criteria or a percentage of the
4 criteria). Collectively, those tasks identified as mission essential to
5 accomplishment of the command's missions are the command's JMETL.
6
7   d. Step 4: Identify Responsible Organizations, Describe Conditions
8 and Establish Standards. Once the functional tasks have been
9 identified, the planning staff must determine which organizations are
10 responsible for task performance, the conditions affecting the
11 performance of the organizations for each task and the standards of task
12 performance that will constitute successful mission accomplishment (see
13 Figure C-8). Once completed for all assigned missions, the list of JMETs
14 with organization, conditions and standards, plus supporting and
15 command-linked tasks, constitutes a command's JMETL. The JMETL
16 defines the command's mission-capability requirement and provides a
17 focus for DOTMLPF feedback during Phase IV (Assessment). In the case
18 of Service components, their JMETL and/or METL define their role and
19 contribution to the higher headquarters total mission-capability
20 requirement.
21
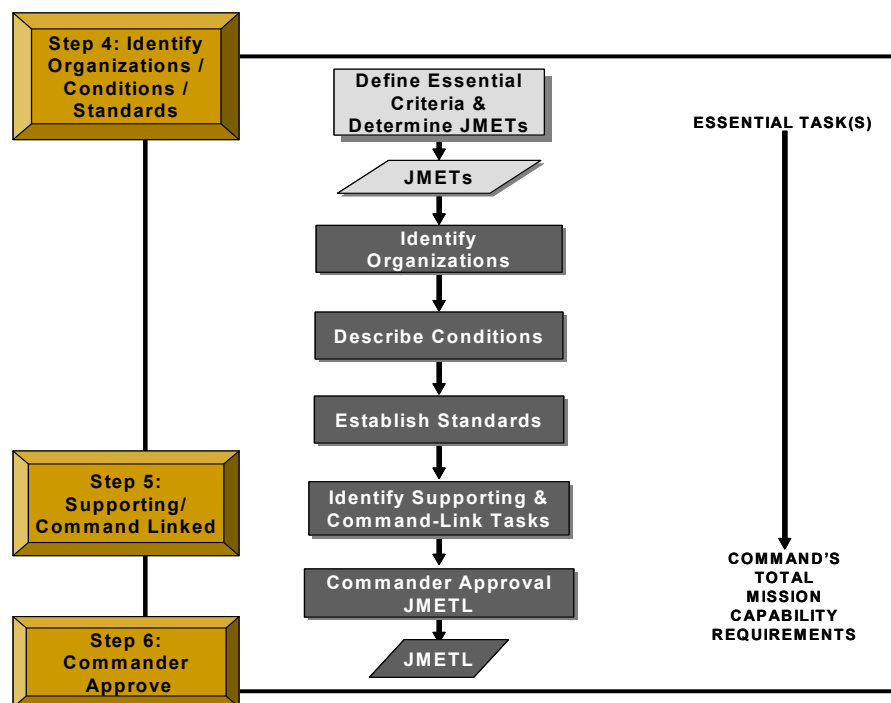
22
23
24   Figure C-8. Step 4–6 - Responsible Organizations, Conditions, and
25   Standards
26

1   (1) Once the JMETs have been identified (and selected in
2   JTIMS), the organizational responsibilities for each task need to be
3   assigned. Responsibility for specific task accomplishment may be
4   individual (a Combatant Commander), or collective (a unit, staff center,
5   board or center). Most often a joint task is assigned to a staff element or
6   component of the joint force (i.e., J-1, J-2, centers, boards, cells, joint
7   task forces (JTFs), service components, etc.). DRRS contains a UIC
8   database supporting organizational assignment of task responsibility by
9   UIC. Although more than one organization normally supports
10 achievement of each joint task, only one organization typically has the
11 overall responsibility. In those instances where the higher headquarters
12 cannot identify one organization to have overall responsibility, the task
13 may be assigned to multiple organizations; however, the higher
14 headquarters will serve as the task integrator and assume overall
15 integration responsibility. Joint Doctrine, Master Training Guides,
16 OPLANs and SOPs provide guidance in determining the organization
17 responsible for task execution.
18
19   (2) Figure C-9 defines a condition and the criteria for selecting
20 relevant conditions for each task. DRRS contains both the complete list
21 of physical, military, and civil conditions and associated descriptions. In
22 addition to the UJTL, SOPs and plans should provide assistance in
23 selecting the appropriate conditions.
24

CONDITIONS

- **Definition**
  - Describe the variables of the environment in which organizations will perform the task.
- **Selection**
  - Pick conditions that will impact an organization's ability to perform the task, not the mission.
  - A condition is relevant to task performance if it causes the organization to train, organize, or equip differently to perform the task.
- **Source**
  - UJTL contains conditions in three environmental categories: physical, military, and civil.
  - Use descriptors listed with each condition to further refine the environment that will affect an organization performing the task. For example: C 2.8.1, "Sustainment Facilities" – those grounds, buildings, and equipment available to provide and support sustainment of forces. Descriptors: Abundant, Adequate; Limited; None

---

25
26
27   Figure C-9. Conditions
28
29   (a) When selecting conditions that describe physical,
30 military or civil environments, focus *must* remain on the specific task

1 being analyzed, not on the mission the tasks support. While multiple
2 conditions can be applied to task accomplishment, the focus of the
3 analysis is to identify conditions relevant to the performance in
4 accomplishing the task. Relevant conditions are those variables in the
5 physical, military or civil environment that affect the performance of an
6 organization in accomplishing a specific task, (i.e., relevant conditions
7 cause the individual or organization to perform, train, organize or equip
8 differently than if the condition did not exist for the specific task being
9 analyzed). For example, physical conditions may have a significant
10 impact on performance of a tactical unit performing service level TA
11 tasks*, (*i.e.,* jungle versus arctic conditions would certainly cause a unit to
12 train and equip differently for the two conditions*). However, this
13 condition may not be relevant to a JTF staff at the OP level, working in
14 environmentally controlled enclosures.

16   (b) Conditions have descriptors associated with them to
17 further define the situation affecting the responsible organization. For
18 example, the physical condition designated "C 2.8.1, Sustainment
19 Facilities - those grounds, buildings, and equipment available to provide
20 and support sustainment of forces. Descriptors: Abundant; Adequate;
21 Limited; None." Any, or all, of these descriptors may be applied to a
22 specific task, depending on the physical environment of the assigned
23 mission scenario, since instances of each descriptor (Abundant;
24 Adequate; Limited; None) may be encountered by the same organization
25 in a single mission. DRRS supports the selection of conditions and the
26 descriptors for each condition. It also provides a notional set of
27 conditions linked to each task.

29   (3) Figure C-10 defines a standard, the criteria for a standard
30 and identifies who should set the standards. The UJTL describes two or
31 more possible measures per task, but other sources should be used as
32 well in selecting a measure (doctrine, SOPs, etc.). A standard is
33 comprised of a selected measure plus the criterion, defined and approved
34 by the Commander/Director. The standard should express how well a
35 specific task must be accomplished to successfully achieve the defined
36 objective(s) and accomplish the assigned mission. Focus during
37 standard determination must remain on the specific task being analyzed,
38 not the overall mission. A relevant standard should reflect how well the
39 specific task must be performed (performance standards), or when it can
40 be considered complete (process standards). In some cases, performance
41 is the key to accomplishing a task to standard (how far, how fast, how
42 much, etc). In other cases, the standard is to ensure the task is
43 completed properly (a deployment order is issued with all required
44 sections completed). In either case, the measure and criterion selected
45 must reflect the accomplishment of a specific task. For example, a

1 performance standard defining the number of messages transmitted in a
2 certain amount of time may be a good measure of communications
3 equipment, but it would be totally irrelevant to the task of issuing plans
4 and orders. For a more detailed discussion of developing standards,
5 refer to reference f, Appendix B to Enclosure B.
6

STANDARDS

- **Definition**
  - The minimum acceptable proficiency required in the performance of a task
- **Selection**
  - Based on mission and commander's intent for accomplishing the mission.
  - Describes task success.
  - Consists of Measure and Criterion:
    - ➢ Measures: Provide basis for describing levels of performance (I.e. miles/hours, percentage).
    - ➢ Criterion: Defines acceptable level of performance (i.e., 10 miles/hours, 40% complete in 24 hours).
- **Source**
  - Defined by combatant commander in commander's guidance, CONOPS, OPLANS, etc.

7
8
9 Figure C-10. Standards
10
11   e. Step 5: Identify Staff Supporting Tasks, Subordinate Unit Tasks,
12 and/or Command-Linked Tasks. The determination of which
13 organizations' contributions are required to support the accomplishment
14 of a MET establishes the staff supporting task, subordinate unit task,
15 and command-linked task relationships. The key question in making
16 these linkages is, "To determine the readiness of this MET, what other
17 task's readiness must be known, and who does that task for this
18 organization?"
19
20   (1) A staff supporting task is performed by the organization's
21 internal staff elements. When developing or refining the METL, MET
22 OPRs work with staff elements to determine appropriate tasks,
23 conditions, and standards that must be met to allow the MET to be
24 accomplished to standard. Staff supporting task OPRs are also assigned.
25 As with METs, these tasks should strongly connect to the mission – they
26 should not be routine activities, such as keeping the facility clean,
27 maintaining computers, conducting training (unless one these is the
28 organization's mission), etc.

Enclosure C

1
2   (2) A subordinate unit task is performed by organizations in the
3   MET owner's chain of command (higher or lower), including components.
4   MET owners select subordinate unit tasks from the linked unit's existing
5   METL. Each unit creates its METL based on its assigned mission, so
6   specific tasks are not assigned to a unit by higher headquarters. If the
7   appropriate task, conditions, and standards cannot be identified, the
8   linking organization coordinates directly with the linked unit to
9   determine how to identify the required support.
10
11   (3) A command-linked task is performed by organizations
12   external to the MET owner's chain of command. MET owners select
13   command-linked tasks directly from the linked unit's existing METL. If
14   the appropriate task, conditions, and standards cannot be identified, the
15   linking organization coordinates directly with the linked unit to
16   determine how to identify the required support.
17
18   (a) Linkage Process for Supporting Tasks. Tasks selected as
19   JMETs at a higher headquarters normally require input from other UJTL
20   tasks, either at the same staff echelon and/or level-of-war, or from
21   subordinate command or service components within the combatant
22   command. As shown in Figure C-11, JMETs required for
23   accomplishment of the combatant command mission are identified at all
24   echelons, both internal and external to the command. As with the JOPP,
25   combatant command representatives should begin coordination as early
26   as practical in the JMETL development, or refinement, to ensure that key
27   staff members at all echelons, and all component commands, CSAs and
28   other supporting organizations, have an opportunity for discussion and
29   analysis. The following procedures help ensure that the key staff
30   members identify supporting tasks.
31
32   d. Step 4. Develop Mission Training Assessments. Based on the
33   JMET assessments, the training audience leader prepares the staff
34   recommendation on the command's training proficiency in performing its
35   missions (see Figure F-8). These assessments are reported in terms of a
36   demonstrated ability of assigned forces to perform the tasks comprising a
37   mission under the conditions and to the standards associated with the
38   commander's concept of operations. J/ATP Tab B/C/D displayed from
39   JTIMS outlines which J/AMETs support each mission, as identified in
40   DRRS. The following inputs support each decision: TPAs for all
41   J/AMETs and associated Staff Supporting Tasks supporting the mission,
42   relevant lessons learned, and issues that have an impact on the mission
43   and a standard for measurement. The Commander's/Director's
44   assessment plan should provide guidance on measurement standards,
45   priorities, and key considerations in making MTAs (Figure F-9). Once the

1 assessments are complete for each J/AMET and associated Staff
2 Supporting Tasks in JTIMS, the Commander/Director assesses the
3 collective TPAs for the J/AMETs linked to a specific mission, and assigns
4 an overall MTA of command proficiency for each mission being assessed.
5 This assessment is entered into JTIMS. JTIMS data includes all
6 J/AMETs and associated Staff Supporting Tasks required to accomplish
7 each assigned mission entered in Phase I (Requirements). Once these
8 assessments are entered into the working matrix and approved by the
9 Commander/Director in Step 5, they become the inputs to Tab D for
10 J/ATP development in the next cycle and are dynamically pulled into
11 DRRS.
12
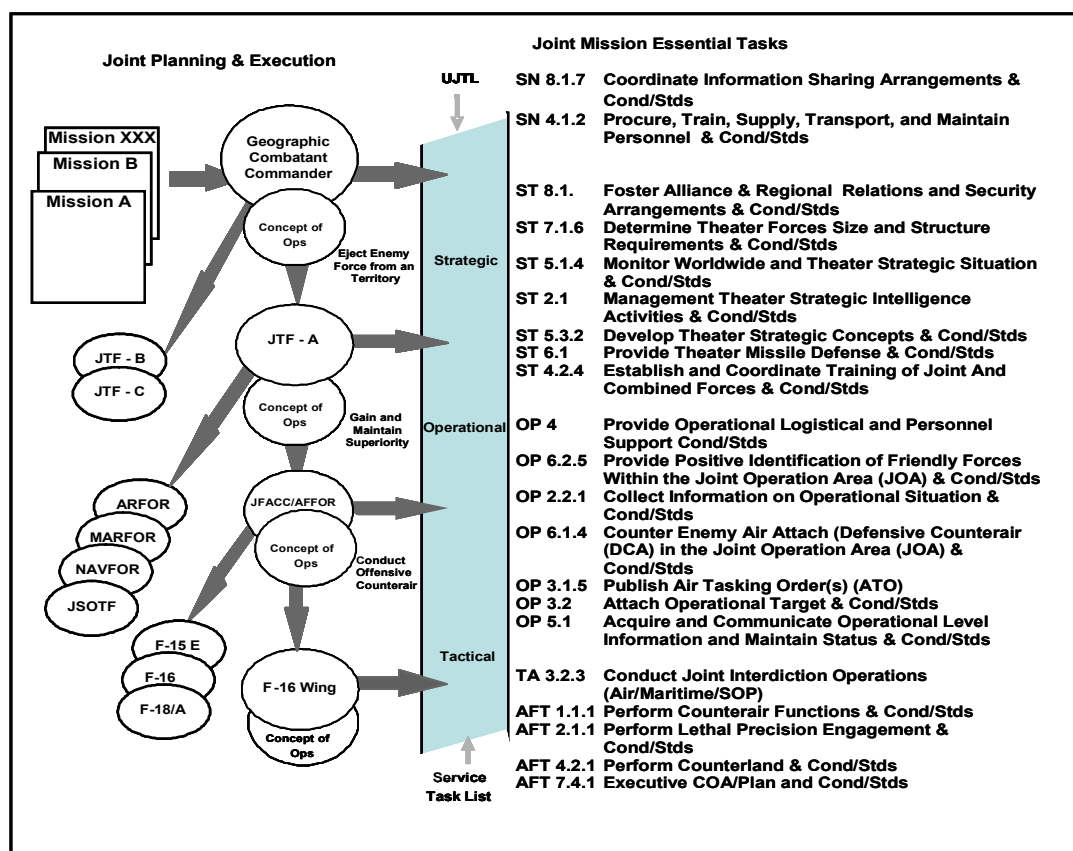
15 Figure C-11 Multi-Echelon Depiction of JMETL and METL

17 (b) Subordinate commands, Service components, CSAs, and
18 other supporting organizations should review the Combatant Command
19 JMETL to ascertain their own requirements in support of specific JMETs.
20 Higher headquarters may include subordinate commands in their JTIMS
21 users group, thereby allowing the use of JTIMS as the coordination tool
22 of supporting tasks. Subordinate commands or service components
23 perform internal staffing to determine recommendations with the

1   proposed supporting tasks. Discussion occurs between the staffs to
2   eliminate points of disagreement.
3

4   (c) Coordination should occur to discuss selection of suggested
5   supporting tasks and the responsible organization(s). Conditions and
6   standards must also be discussed and developed in an iterative process.
7   Friction points must be identified and resolved within the commander's
8   prescribed planning timelines. Courses of action and CONOPS, defined
9   in operational and supporting plans, can help clarify both functions and
10 responsibilities already agreed on by all parties, or as assigned by
11 command authority.
12

13   (d) Combatant command representatives finalize their JMETL in
14 DRRS, including staff supporting tasks, subordinate unit tasks and/or
15 command-linked tasks which may then be listed within the command's
16 JMETL. The final subordinate command or service component JMETL
17 are briefed to the Combatant Commander, typically at a Service
18 component training conference. The Combatant Commander may
19 specify other forums to review supporting tasks with CSAs and other
20 supporting organizations.
21

22   (3) Command-linked tasks also contribute to the accomplishment
23 of a mission task. These tasks are performed by supporting commands,
24 CSAs or other joint organizations not assigned to the supported
25 Combatant Commander. Command-linked tasks are designated by the
26 supported JFC, but are normally scheduled for training, evaluation and
27 assessment by the organization providing the support. These tasks
28 depict the interface between supported and supporting commands. As in
29 the supporting task development, early coordination in the process with
30 supporting commanders and staffs is crucial in identifying command-
31 linked tasks with conditions and standards.
32

33   (a) Linkage process for command-linked tasks. The linkage
34 process for command-linked tasks involves similar steps as outlined for
35 supporting tasks. However, the commands come from outside the
36 jurisdiction of the Combatant Commander. Supported combatant
37 command representatives identify and coordinate proposed command-
38 linked tasks and organizational responsibilities. Supported commands
39 must coordinate with supporting commands to determine command-
40 linked tasks.
41

42   (b) The supported command may include potential supporting
43 commands and/or CSAs in their command users group, thereby
44 permitting JTIMS to be used as a coordinating tool for proposed
45 command-linked tasks with suggested responsible organizations. Other

1 than USTRANSCOM's strategic mobility planning capability
2 requirements, supporting commands, CSAs or joint organizations review
3 the combatant command JMETL to determine their command-linked
4 requirements. (For strategic mobility requirements, USTRANSCOM is the
5 supported command).
6
7 (c) Early coordination among supported and supporting
8 commands and CSAs is crucial. Conditions and standards are primarily
9 a function of the mission scenario and the supported commander's
10 CONOPS, but final selection of conditions and standards are also derived
11 through mutual cooperation. Friction points are identified and must be
12 resolved within the Commander's prescribed timeline. Courses of action
13 and CONOPS, defined in operational and supporting plans, can help
14 clarify both functions and responsibilities already agreed to by all
15 parties, or as assigned by command authority.
16
17 (d) The supported command representatives then finalize their
18 JMETL, to include command-linked tasks and the responsible
19 subordinate command or Service component. The final supporting
20 Combatant Commander's JMETL is published in DRRS to close the
21 linkage process.
22
23 f. Step 6: Combatant Commander Approves JMETL. The combatant
24 command JMETL consists of the collective essential tasks, with
25 conditions, standards, responsible organizations and supporting and/or
26 command-linked tasks required to accomplish the missions of the
27 supported combatant command. Within the command there may be
28 multiple JMETs associated with individual missions, and with specific
29 organizations for each mission. However, the desired end state of JTS
30 Phase I (Requirements) is a single, integrated combatant command
31 JMETL that documents the required capabilities of the entire command,
32 including CSAs and supporting commands when tasks are linked.
33 JTIMS provides a number of reports and queries that will generate
34 JMETL documentation, such as the Mission Capability Matrix or JMETL
35 Report. These reports detail the association between the JMET and MET
36 for each mission, identify the OPR for each task, and will display the
37 conditions and standards for all tasks in the JMETL. The CSA Director
38 AMETL, approved by the Director, and supporting component command
39 METL are based upon mission support for specific combatant
40 commanders as well as mission support to others. JTIMS reports and
41 queries support CSA and component commands for developing
42 supporting and integrated joint/agency training plans.
43
44 (1) The JTS OPR should integrate the J/AMETs identified for
45 their respective commands, and/or CSAs, and present them for

Commander or Director approval. In support of the supported
Combatant Commander, Service components should have the approval
of their JMETL (via their respective component commander). These
tasks, combined with the combatant command staff JMETs, are then
consolidated and presented to the supported Combatant Commander for
approval or modification.

(2) Once approved, the combatant command JMETL is pulled
from DRRS and displayed in JTIMS making it available to the Joint Staff
and the other members of the joint community. This JMETL serves as
the foundation for the combatant command JTP, which should start
being developed immediately following the approval of the combatant
command JMETL.

5.   Products and Milestones. The output created in Phase I
(Requirements) is the combatant command JMETL or CSA AMETL, which
is used as input to Phase II (Plans) to develop a command'/supporting
command JTP or CSA's ATP. JMETL format is prescribed in this JTM.
Hard copy reports of the combatant command JMETL may be printed
from JTIMS as required. Once pulled into JTIMS the Joint Staff,
supporting commands and CSAs can begin analysis of the requirements
documented in the combatant command JMETL.

a. The following milestones should be met IAW reference a,
enclosure C, Key Suspense List.:

(1) Supported command JMETL reviewed no later than (NLT) 30
September, with planning guidance issued to supporting commands and
CSAs. The 30 September deadline allows October through February to
develop a command JTP.

(2) Supporting command JMETL and CSA AMETL revisions
should be completed no later than December. The December deadline
supports a January through April process to develop command JTPs.

(3) Geographic combatant command JTPs are to be published in
JTIMS NLT 15 March.

(4) NGB JTP is to be published in JTIMS NLT 31 March.

(5) Functional combatant command JTP(s) are to be published
in JTIMS NLT 15 May.

(6) USJFCOM JTP is to be published in JTIMS NLT 15 July.

1   (7) CSA ATPs are to be published in JTIMS NLT 15 July.

2

3   6.   <u>JMETL Linkage to Joint Operation Planning Process</u>. Readiness
4   reporting in terms of JMETL, validating plans through exercises and the
5   imperative to train for approved missions underscore the need to link
6   plans and JMETLs. As shown in Figure C-12, the JMET development
7   process, when fully implemented, aligns with the framework model of the
8   JOPP. The combatant command receives higher headquarters' tasking in
9   the form of mission assignments, through the Chairman, from the
10   President and the Secretary of Defense. The supported Combatant
11   Commander develops the overarching operational plan(s), just as the
12   command staff develops the overarching JMETs required of the
13   command headquarters. The supported Combatant Commander then
14   passes directives or tasks to the subordinate component commands,
15   CSAs and supporting commands, which develop their own supporting
16   plans (and supporting JMETs, AMETs, or METs). They subsequently
17   task their subordinate unit commanders to do the same. Supporting
18   plans and supporting JMETs are then passed back up the chain for
19   approval and incorporated into combatant command documents.

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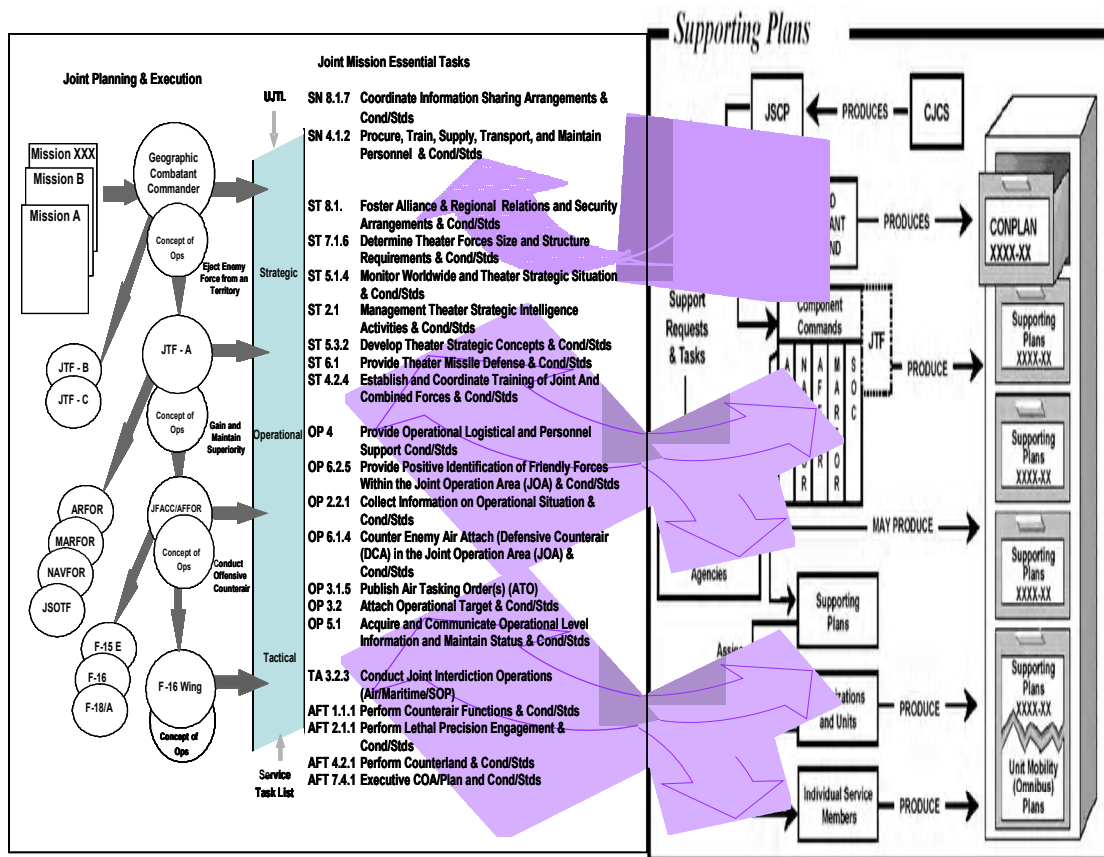
21
22
23   Figure C-12. JMETs Integrated with Supporting Operational Plans

1
2　7.　<u>Summary</u>.　The purpose of Phase I (Requirements) in the JTS is to
3　identify and document the required functions of all echelons involved
4　with accomplishing the mission: what must be done at each echelon of
5　command in order to accomplish the mission.　Steps required are
6　summarized below in Figure C-13　This definition of requirements is
7　accomplished by identifying combatant command-specific missions and
8　tasks supporting the NMS, and deriving a JMETL.　The JMETL defines
9　the combatant command's mission capability requirements in terms of
10　tasks, conditions, standards, and responsible organizations.　The JMETL
11　is the basis for deriving joint training requirements in Phase II (Plans).
12　The methodology for constructing the JMETL, when properly conducted,
13　ensures that joint training is requirements-based, trains the force the
14　way they intend to fight and is focused on essential tasks that
15　accomplish theater missions.　The output of Phase I (Requirements) is
16　the approved Combatant Commander JMETL.　The CSA AMETL,
17　approved by the CSA Director, is shown in Figure C-4 and documents
18　the CSA Director's mission capability requirement in terms of tasks,
19　conditions, standards and responsible directorate or organization.
20
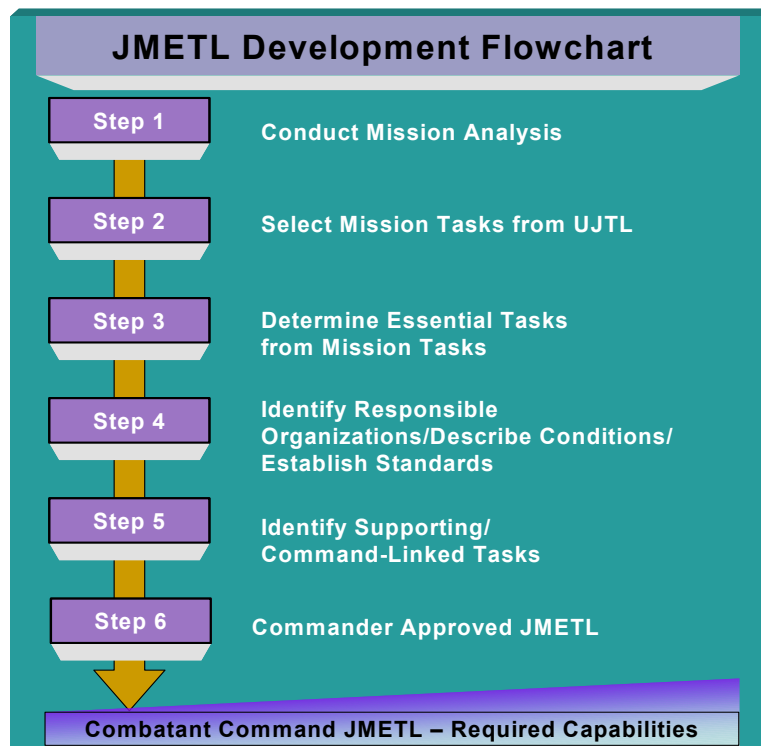
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23　Figure C-13.　JMETL Development Flowchart

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ENCLOSURE D

PHASE II (PLANS)

1. Introduction. The purpose of Phase II (Plans) is to develop the combatant command JTPs and CSA ATPs describing the events and resources needed to train individuals and organizations responsible for accomplishing the command JMETL and CSA AMETL. JTPs and ATPs should cover a four-year period – the upcoming execution year, a budget/programming year, and two planning years. JTIMS facilitates JTP development. The combatant command JMETL and CSA AMETL are developed in DRRS. These documents and output from the assessment phase provide the foundation of JTPs and ATPs. Training requirements are derived from command JMETL and CSA AMETL; joint training objectives are derived from joint mission-essential tasks, conditions, and standards and based on joint doctrine, Commander's/Directors guidance, and organizational standing operating procedures. Training methods, modes, and media are determined based on the assessed level of performance, which determines the type of training events required. Finally, the initial design of training events, identification of required training resources, and preliminary schedules are done in Phase II. Taken as a whole, the J/ATP documents Phase I (Requirements), Phase II (Plans), and Phase IV (Assessment). Joint training events, once developed, consolidated and prioritized in JTIMS, are deconflicted with respect to time, personnel, and resources. Combatant command JTPs require supporting joint training plans from inside the command for assigned and apportioned forces and are linked through command-linked tasks for supporting plans from outside the command. The output of Phase II (Plans) are the JTPs and ATPs that define the training audiences, the joint training objectives, the training events and required resources, and the preliminary schedule of events. Figure D-1 provides the Table of Contents and the eight associated tabs to develop an effective J/ATP. JTIMS format is compatible for all supporting commands including CSAs and NGB, however the individual CSA Director's guidance, or the Chief NGB guidance may cause some ATP Tabs or JTP sections not applicable to their combatant command support mission.

1
2

**Joint Training Plan
Table of Contents**

Commander/Director Training Guidance.. Tab A
Mission Capability Matrix.. Tab B
Joint /Agency Mission Essential Task List.. Tab C
J/AMETL / Training Audience Assessment Matrix........................... Tab D
Training Objective / Training Audience / Methods Matrix................... Tab E
Event Summaries.. Tab F
Timeline.. Tab G
Interoperability / High Interest Training Requirements...................... Tab H

3
4   Figure D-1. JTP Table of Contents
5
6   2.   Purpose. This enclosure describes the methodology for developing
7   the J/ATP. The processes incorporated in this methodology reinforce the
8   basic tenets of joint training: use joint doctrine; the
9   Commander/Director is the primary trainer; focus on mission; train the
10   way you intend to operate; conduct centralized planning and
11   decentralized execution; and training conducted without assessment is
12   incomplete.
13
14   3.   Inputs, Processes, and Outputs. The specific inputs, process
15   steps, and products associated with Phase II (Plans) are depicted in
16   Figure D-2.
17

Inputs

- J/A METL (T/C/S/Org)
- CJCS High Interest Training Issues (HITIs)
- Joint Doctrine
- Standard Operating Procedures (SOPs)
- Master Training Guides (MTGs)
- Relevant Lessons Learned
- Commander / Director Training Guidance
- TPA/MTA

Processes

- Revised Commander/Director Training Guidance
- Analyze J/AMETs
- Review TPA of JMET - Organizations
- Refine Training Audience based on TPA
- Develop Training Objectives
- Determine Training Methods
- Design Training Event/Schedule Resources
- Publish Joint/Agency Training Plan (J/ATP) and Joint Training Schedule (JTS)

Outputs

- Command JTP
- Component Training Plans
- Agency Joint Training Plans
- Joint Training Schedule
- Event Summaries

Figure D-2. Phase II, Plans, Inputs, Processes, and Outputs

4.   J/ATP Development Flowchart. The flowchart in Figure D-3 provides a disciplined approach to J/ATP development. The JTP is built incrementally, one tab at a time. Enclosure L, "Joint Training Plan Format," provides guidance on the formatting of the J/ATP and is generated in JTIMS. The JTIMS J/ATP page provides the Training Plan Analyst the capability to add and edit J/ATPs, and with the commander's approval, may approve and add a new J/ATP. The METL is built, maintained, assessed, and briefed in DRRS/ESORTS. Typically the METL is briefed to the Commander/Director quarterly. This along with close scrutiny by the Commander/Director may cause the METL to be changed during the training cycle. The METL is a living document; therefore, the training mechanisms such as training objectives must support this dynamic nature. This changes the nature of the J/ATP from a static document published annually to a document that may be adjusted to meet Commander/Director requirements to keep events and training objectives current. The J/ATP Home page is organized into the following three sections:

- In Staffing - The In Staffing J/ATP table displays the command/ organization's working J/ATP (unapproved). This document is usually for a four-year period of time.

- Last Approved - The Last Approved J/ATP table displays the command/organization's approved J/ATPs for historical purposes. The

1 approved J/ATP includes the Tab A and Tab H attachments and a
2 snapshot of the METL with assessments and training objectives.

3 • Archived - The Archived J/ATP table displays the
4 command/organization's archived J/ATPs for historical purposes, to
5 include the Tab A and Tab H attachments and METL snapshot with
6 assessments and training objectives.

7
8 At the conclusion, this process and JTIMS produces a fully developed
9 J/ATP, with supporting Tabs A-H, reflecting the training requirements
10 for missions designated in the Commander's/Director's guidance.
11
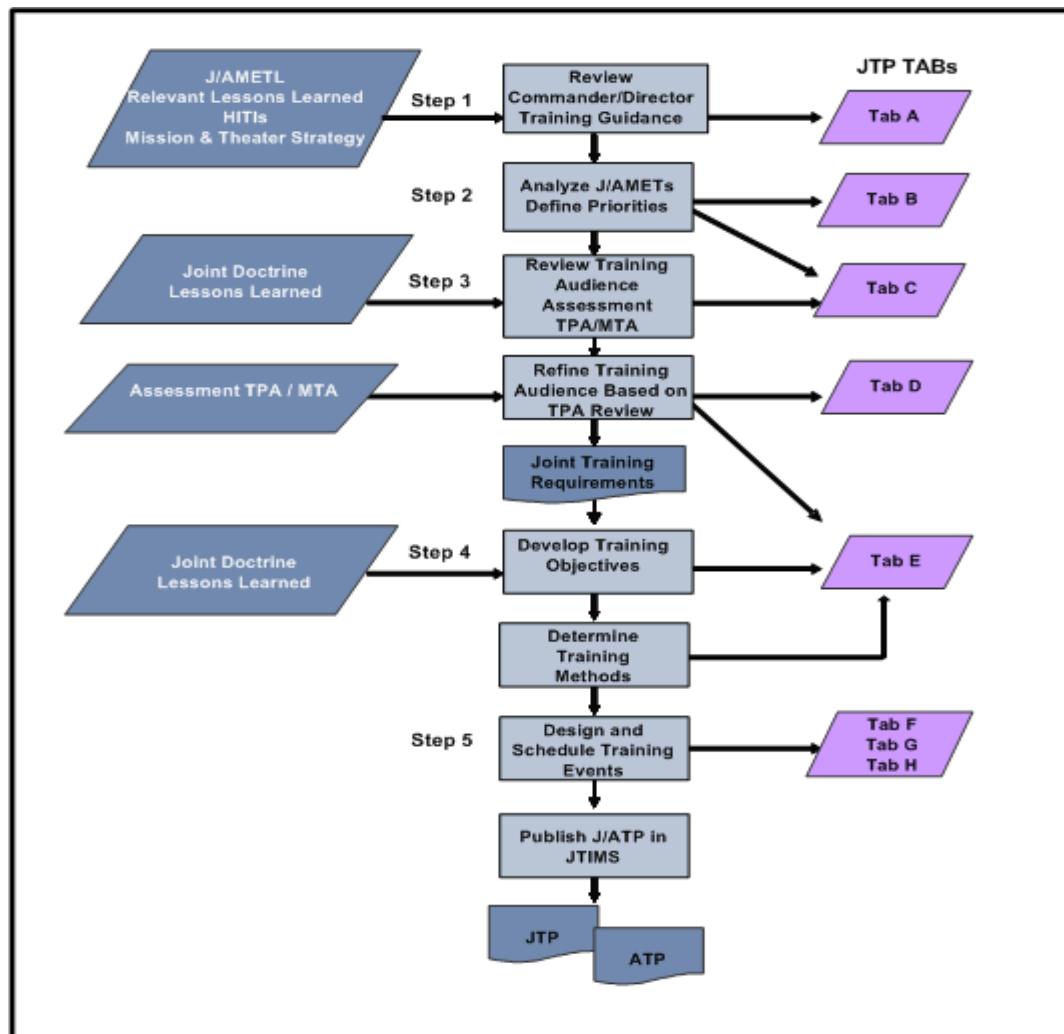
14 Figure D-3. JTP Development Flowchart

16 a. Step 1: Update Commander/Director Training Guidance. The
17 J/ATP is a planning document. It is the Commander's/Director's plan
18 for how staff and forces will be trained to conduct and support joint

1 operations. As with any planning effort, it is imperative to start with a
2 clear direction from the leadership before initiating J/ATP development.
3 The existing training guidance must be revised and updated, based on
4 operational and training events over the previous year, results of the
5 most recent training assessment, objectives the Commander/Director
6 want to achieve in the coming year(s), and how training resources should
7 be used to reach the desired end state. The J/AMETL, selected lessons
8 learned, and Chairman's Annual Joint Training Guidance (CJTG) and
9 updates to assigned missions or SCPs should be reviewed, along with
10 other inputs at the Commander's/Director's discretion, to help shape the
11 guidance and command/agency training objectives for the upcoming
12 training cycle. The training guidance will continue to be refined
13 throughout J/ATP development, in large part due to the change in status
14 of available resources. The end result of Step 1 is the current
15 Commander/Director training guidance that will be used to develop the
16 Commander's/Director's J/ATP: a document posted in JTIMS that
17 identifies Commander's/Director's intent, desired end state, area of
18 focus, desired assessments, and the contribution the training plan
19 should make to the command's overall readiness (Figure D-4). Enclosure
20 L, "Joint Training Plan Format," provides a recommended template of the
21 Tab A training guidance.
22
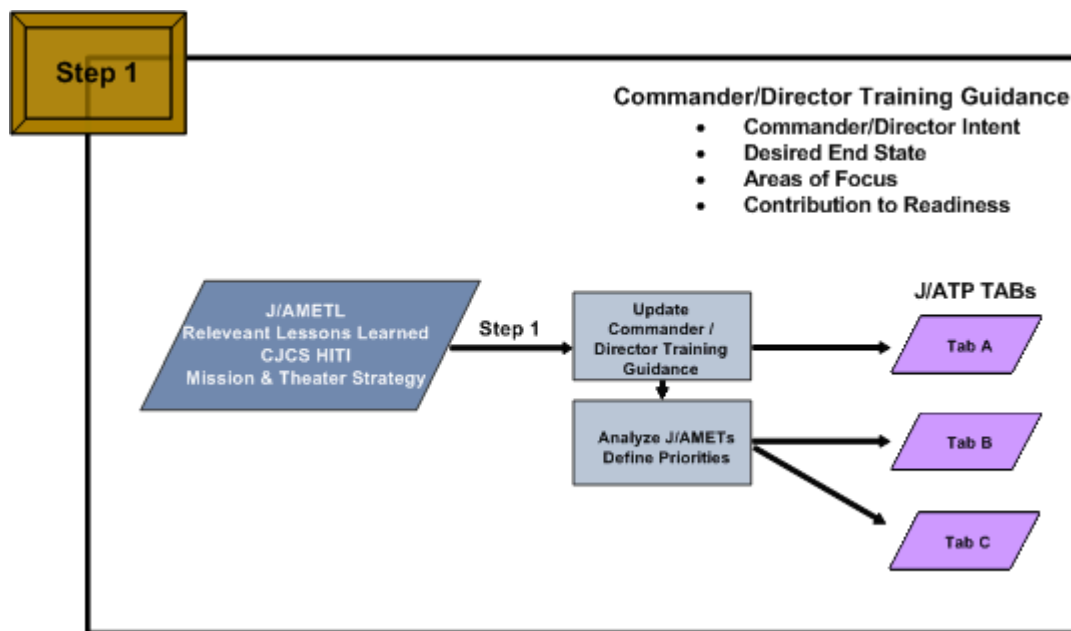
23
24
25 Figure D-4. Step–1 - Updating Commander/Director Training Guidance
26
27   b. Step 2: Analyze JMETs and Define Procedures. In Phase I
28 (Requirements), JMETs were identified based on assigned missions and
29 the Combatant Commander's intent for accomplishing those missions.

1 Service components, CSAs, and other supporting organizations build
2 their AMETL/METL and training plans to provide required support to the
3 combatant commanders; the Commander's JMETL, mission guidance
4 and intent are key elements needed for their AMETL/METL and training
5 plan development. In Phase II (Plans), appropriate documents (JMETL,
6 joint doctrine, SOPs of centers, boards, cells, Service doctrine and TTP,
7 MTGs, etc.) are used to determine what specific procedures will be
8 employed to accomplish each J/AMET or MET, as well as reviewing the
9 specific individuals and organizations executing the procedures to
10 accomplish the task (see Figure D-5). These individuals and
11 organizations comprise the training audience for each specific task. The
12 procedures defined in, or derived from, joint doctrine, command SOPs,
13 and MTGs are the content of the training program: those are the
14 procedures that the individuals and organizations will be trained to use
15 to accomplish specific J/AMETs.
16
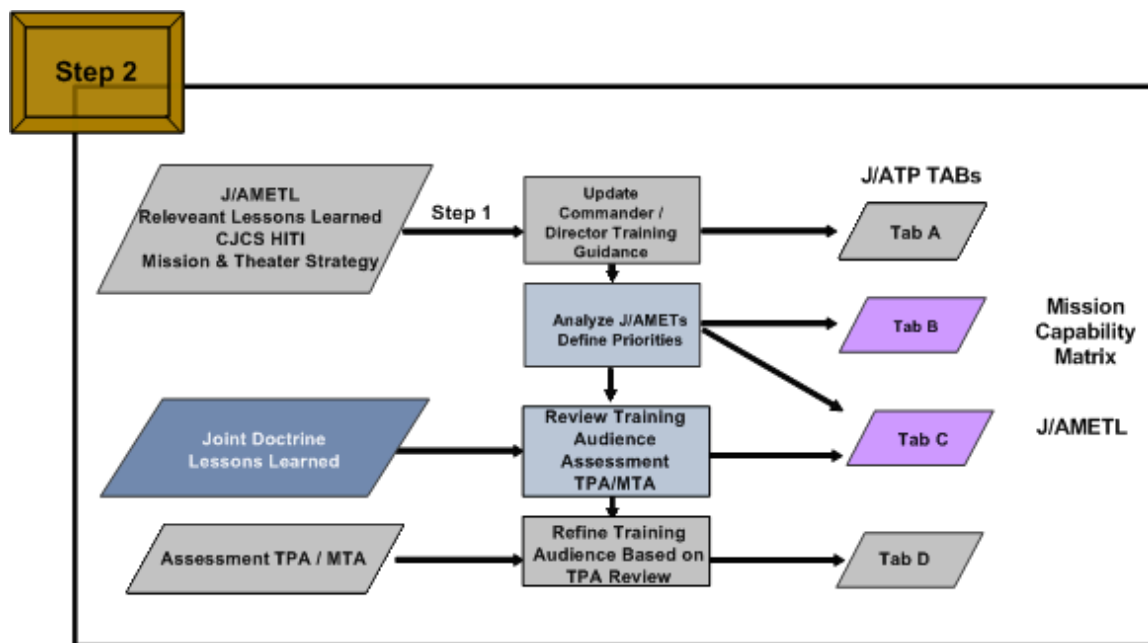
17
18
19 Figure D-5. Step 2 – Analyze J/AMETs and Define Procedures
20
21 NOTE: The data comprising J/ATP Tabs B and C were derived in Phase I
22 (Requirements) and Phase IV (Assessments) and input into JTIMS in
23 those respective phases. (This data is then imported by JTIMS into
24 Phase II (Plans).)
25
26   (1) Phases I and IV are done by the operational planners,
27 directorate leads, and ideally with the Commander/Director of the
28 organization, in collaboration with the actual "operators" at each level
29 who are responsible for accomplishing the JMETs. This current

1 assessment of how well the organization can perform the J/AMETs now
2 to standards established by the leadership is a critical part of
3 determining training requirements prior to building a J/ATP. In Phase II,
4 the "trainers" must now blend this current assessment data with the
5 training guidance to define specifically who must be trained to do what.
6 For example, if 8th Air Force Commander and staff serve as the joint
7 force air component commander (JFACC) in an operational plan, that
8 Commander must identify or define the procedures he or she intends to
9 use to accomplish the assigned mission to "gain and maintain air
10 superiority in the joint operating area." An essential task (JMET)
11 selected by the Commander is OP 3.2.5.1, "Conduct Air Interdiction of
12 Operational Forces/Targets." JP 3-03, "Doctrine for Joint Interdiction
13 Operations," and JP 3-30, "Command and Control for Joint Air
14 Operations," SOPs, and MTGs provide the procedures the JFACC and
15 Joint Air Operations Center (JAOC) will use to plan and execute joint air
16 interdiction operations in the joint operations area. The procedures
17 defined in these doctrinal publications form the basis for developing
18 training objectives in the following steps.
19
20   (2) For each division, center, board, or cell resident on the
21 JFACC staff in the JAOC organization (Figure D-6), a review is conducted
22 of the functions required, the procedures to carry out the function, and
23 an assessment of individual and organizational ability to execute the
24 procedures.
25

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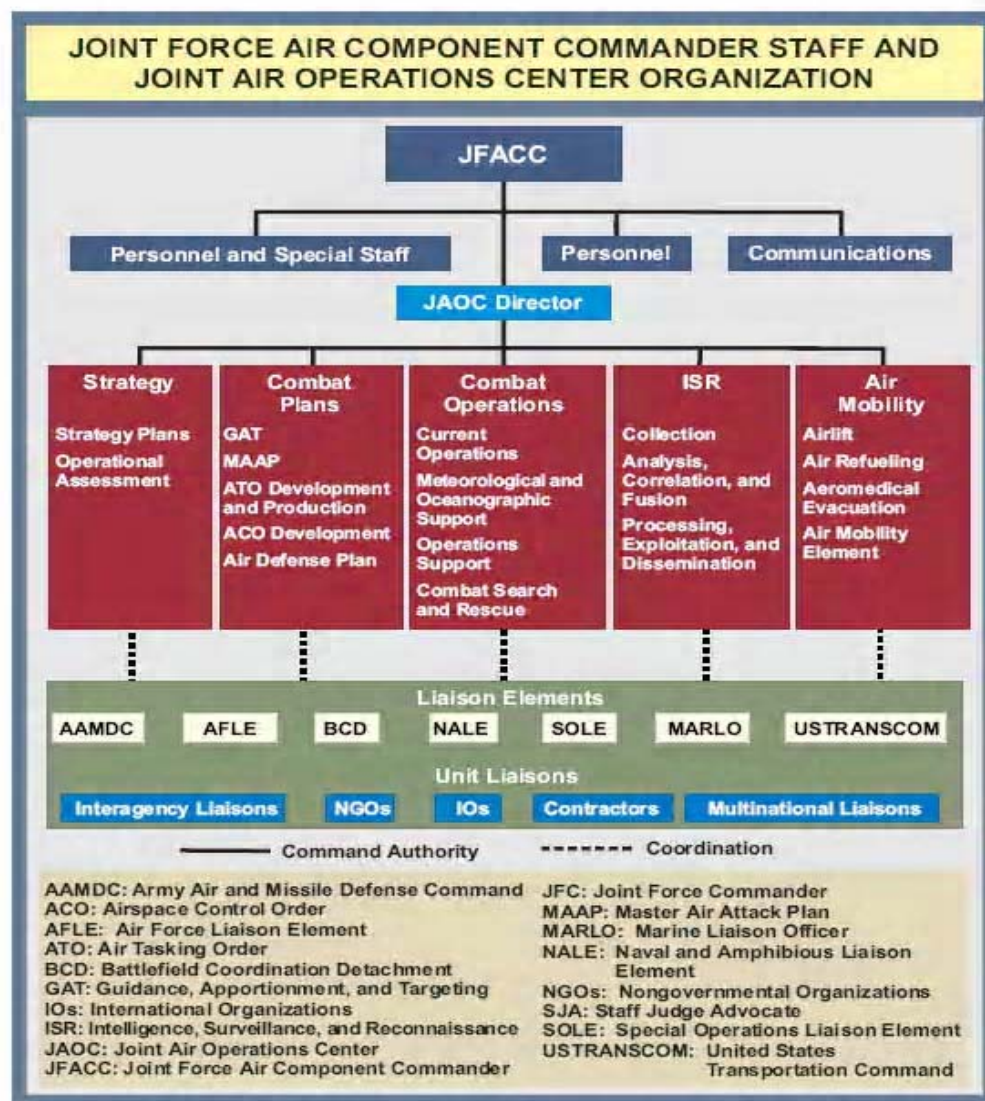
Figure II-4. Joint Force Air Component Commander Staff and
Joint Air Operations Center Organization

II-6   JP 3-30

2
3   Figure D-6. JFACC Staff and JOAC Organization
4
5   The director or chief (or his or her designated representative) of each
6   division, center, board, or cell conducts an assessment of his or her
7   organization in Phase IV (Assessment) in JTIMS, making the data
8   available to the OPR for training and JTP entry. Individuals and
9   organizations assessed as "trained" (T) are not required as a training
10   audience in the next training cycle; commands may choose to direct
11   periodic training, however, even when the training audience has been
12   assessed as trained.

Enclosure D

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2   c. Step 3: Review Training Audience Assessment, Refine Training
3 Audience, and Identify Joint Training Requirements. Training
4 requirements are based on the training audience assessment conducted
5 prior to building a J/ATP and the Commander/Director's guidance.
6 Training requirements consist of those individuals and organizations
7 assessed as requiring training on specific tasks and training specified in
8 Commander's/Director's guidance (Figure D-7). Current proficiency is
9 determined by one of three methods:
10
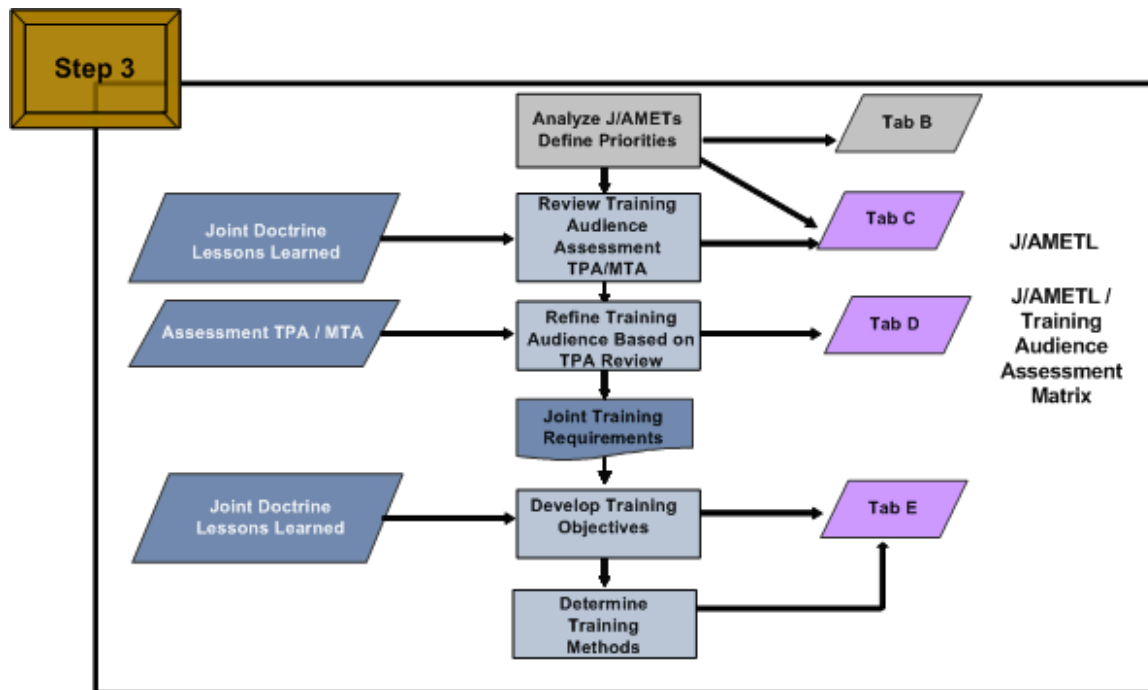
13   Figure D-7. Step 3 – Training Audience, Assessment, Refinement, and
14   Identification of Joint Training Requirements

16   (1) In a mature system with no significant changes in mission,
17 TPAs and MTAs are available from Phase IV (Assessment) of the last
18 training cycle. A TPA is an assessment of the command's/agency's
19 training status for each J/AMET relative to the task standards and
20 associated conditions. A more cumulative assessment, an MTA is the
21 Commander/Director assessment of the organization's training status for
22 each mission based on TPAs for the J/AMETs comprising that mission.
23
24   (2) An assessment is made when the mission changes
25 drastically and a formal Phase IV assessment has not been completed.
26 This will require the Commander/Director to make a subjective
27 assessment on how well the training audiences can perform the
28 previously unidentified tasks required by the mission changes.

Enclosure D

1
2   (3) When a new mission is established, a Commander/Director
3 may conduct a preliminary training assessment of the J/AMETs
4 associated with it (i.e., an assessment with little or no supporting data
5 from a training cycle). Where a new mission identifies J/AMETs selected
6 in other missions, the TPAs and/or MTAs for those J/AMETs, evaluated
7 in the last training cycle for other missions, may support the "out-of-
8 cycle" assessment.
9
10   (4) The current assessment data is formatted IAW Appendix D
11 to Enclosure L, "Joint Training Plan Format," Tab D and is generated in
12 JTIMS as Tab D of the J/ATP. Training requirements are identified by
13 comparing the current proficiency levels with the required levels defined
14 in the J/AMET standard, or as stated in the commander's training
15 guidance. Other training requirements may be identified in the
16 commander's training guidance as well. For example, the joint force staff
17 may have demonstrated proficiency in the JMETs associated with
18 humanitarian assistance missions, but has not conducted training or
19 exercised in that mission in over a year; thus training and evaluation
20 may be required and directed on those JMETs.
21
22   d. Step 4: Develop Joint Training Objectives for the Training
23 Audience and Determine Training Methods. The joint training
24 requirements (joint training audience or supporting organization
25 assessed as requiring training on specific J/AMETs) are translated and
26 consolidated into joint training objectives. A joint training objective is a
27 statement that describes the desired outcome of a joint training activity
28 in terms of performance, training situation, and level of performance.
29 Joint training objectives are derived from joint mission-essential tasks,
30 conditions, and standards and based on joint doctrine, Commander's
31 guidance, and organizational standing operating procedures. Supporting
32 organizations such as components, CSAs, and NGB establish their own
33 organizational training objectives as directed by their Commander/
34 Director to be prepared for the supported Commander's required level of
35 performance in the joint training activity. A focused training objective
36 workshop related to a specific Commander's plan or joint training event
37 may be required to develop more specific organizational training
38 objectives if those in the Combatant Commander JTP do not provide
39 enough fidelity. Figure D-8 shows the general methodology used to
40 generate Tab E, "Training Objective/Training Audience/Methods Matrix,"
41 of the J/ATP in JTIMS.
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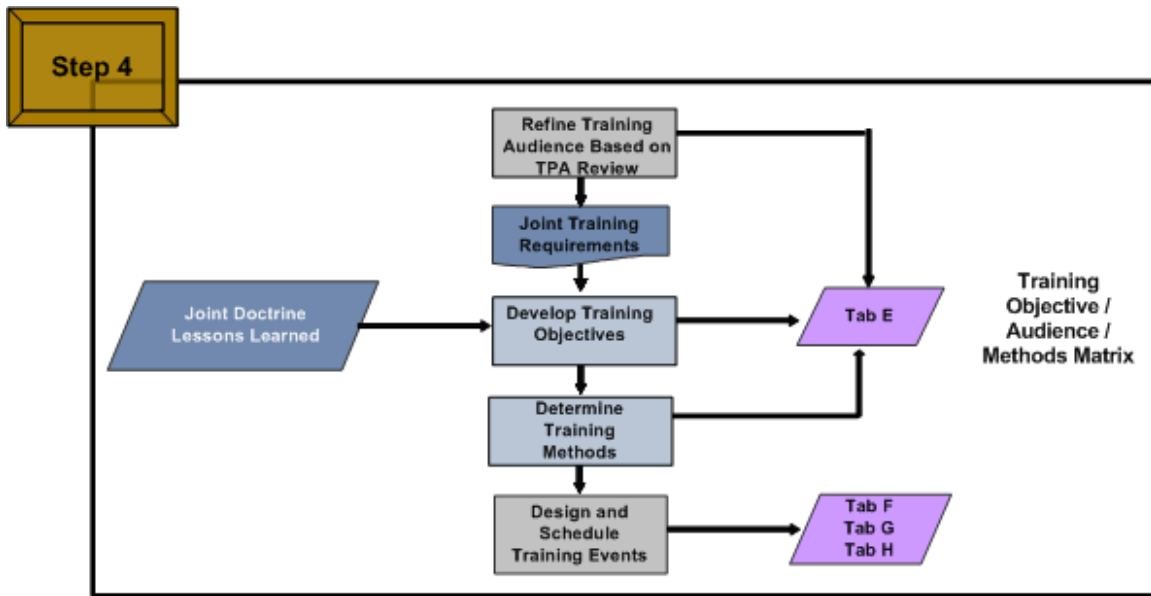
Figure D-8. Step–4 – Joint Training Objectives, Audience, and Method
Selection

        (1) Joint training objective properties. A joint training objective
is based on a specific J/AMET, or set of J/AMETs, and consists of:

            (a) A specific *performance objective* requirement (describe
the processes and procedures the specific audience needs to accomplish
to support the J/AMET in accordance with approved joint doctrine, such
as the supporting and enabling tasks detailed in the JTF headquarters
(HQ) Staff MTG).

            (b) The *training situation* (describe the operational
environment based on conditions selected in Phase I (Requirements) and
the training inputs (Master Scenario Event List (MSEL) or MSEL inputs)
provided to the training audience. The training situation describes both
the constraints placed on the training audience by the J/AMET
conditions (limited time, marginal communications, etc.) and the inputs
to be provided to the training audience.

            (c) The *level of performance* (describe how well the audience
must perform in order to achieve its objective). The level of performance
is determined relative to the J/AMET standard.

        (2) A sample training objective. JMETs ST 3.1 "Process Theater
Strategic Targets/OP 3.1 "Conduct Joint Force Targeting," are built

around a template of performance objective, training situation, and level of performance as follows:

(a) Performance Objective. JTF executes Sensitive Target Approval and Review (STAR) targeting process with HQ USPACOM to support critical mission objectives.

(b) Training Situation. CONPLAN Phase II execution, ROE and strategic communication precursors not yet in place, political de-escalation is still the official NSC position.

(c) Level of Performance. JTF assessment necessitates STAR target prosecution through higher HQ to achieve mission objectives. JTF initiates synchronization of JTF-USPACOM board, center, and cell actions to set conditions; prepares and transmits STAR package via secure means in proper SecDeF format to USPACOM Joint Operations Center (JOC) no later than 72 hours prior to intended execution.

(3) Determining Training Methods. Selecting the most appropriate training method is a key element of the entire requirements-based training system. The most appropriate training methods, balanced between the "best possible" method and resource availability, are selected to achieve the training objectives. There are two fundamental training methods; academics and exercises. Each of the two major methods can be further divided into ways (modes) and specific tools (media) to conduct the training event. Additionally, joint training can be accomplished through execution of a combination of both methods in any specific training event. Figure D-9 below shows a representative number of options for joint training events starting with the category of joint training audience, training methods, modes, and finally media. Matching the training tools available with training required must be optimized to train efficiently and effectively. The appropriate training method(s), mode(s), and media should be selected based on several factors: the level of proficiency of the training audience, desired training outcome, perishability of the training, and resources (time, people, funding, etc.) available to train.

(4) Academic Modes and Media Capabilities. Academic training events can be broken down into various modes. There are a number of academic modes that can be used to train an identified training audience. Some of the commonly used academic modes are distributed learning, case study, computer-based instruction, seminar, platform instruction, tutorial, and workshop. Once the appropriate academic mode is selected, one or more of several media options for that mode is then selected. Before considering the media options, a determination of

1 whether the training can be accomplished internally with available
2 resources or if assistance is required should be made.
3

Joint Training
Methods/Modes/Media

Training Audience	Training Methods	Training Modes	Training Media
Individual & Staff & Collective	Academic & Exercise	• Brainstorming • Case Study • Command Post Exercise (CPX) • Computer-based Training • Conference (Discussion) • Distributed Learning (DL) • Facilitated Instruction • Field Training Exercise (FTX) • Gaming • Lecture • Mentoring • OJT • Platform Instruction • Practical Exercise (PE) • Role Playing • Seminar • Staff Exercise (STAFFEX) • Tutorial • Workshop • Etc.	• Audio • CD-ROM • Computer software • DVD • Film • Hypermedia • Models • Multimedia • Operational Systems and Equipment • Printed Text • Programmed Instruction • Simulation • Slides • Television • Video • VTC • Worldwide Web • Etc.

4
5
6 Figure D-9. Joint Training Methods, Modes, and Media
7
8 (a) The joint course database (JCD) is a reference database
9 of available certified joint training courseware. The database is available
10 on the USJFCOM JWFC Training website portal
11 (http://www.jfcom.mil/about/abt_j7.htm).
12
13 (b) Joint training courses: This is a collective term for
14 materials to support a joint course or joint training event such as
15 individual study, lectures, seminars, practical exercises, and other
16 related events. These materials include single courses or joint programs
17 of instruction (JPOIs), documents such as MTGs, interactive courseware,
18 computer-based training and non-JPOI materials such as videotapes,
19 stand-alone handbooks, and other joint validated items(c) MTGs are
20 organized on a mission and/or functional basis and inform training event
21 design and execution. They include tasks referenced to conditions and
22 performance measures, which must be accomplished by organization
23 personnel to enable mission success and can be found on the USJFCOM
24 JWFC Training website portal (http://www.jfcom.mil/about/abt_j7.htm).
25
26 (c) A JPOI is a detailed list of courseware required to
27 support development of the level and breadth of knowledge, skills,

D-13

1 abilities and attitudes required to enable individuals and groups to
2 perform the tasks outlined in the MTG. The JPOI identifies courseware
3 that is already in existence to support the MTG as well as any required
4 changes and new courseware to be developed. The joint training
5 curriculum-working group will prioritize and identify a lead development
6 agent (LDA) for the proposed JPOI-supported courseware based on the
7 suggestion of the JPOI LDA.
8
9   (5) Event, Exercise Mode, and Media Types. There are four
10 basic types or modes of exercise commonly used for joint training; the
11 practical exercise (PE), staff exercise (STAFFEX), command post exercise
12 (CPX), and field training exercise (FTX). Each has distinct advantages
13 and disadvantages. Prior to exercise mode selection, joint trainers need
14 to determine the primary training audience and required training
15 outcome. Once the exercise mode is selected, the appropriate media to
16 support accomplishment of the training objectives must be determined.
17 Joint trainers manage the combination of selected training mode(s) and
18 media and use injects within the training scenario to guide the training
19 audience toward the accomplishment of the training objectives.
20
21   (6) Event Design. Training events are conducted to accomplish
22 identified training requirements and the commander's training
23 objectives. While resource limitations often dictate that training events
24 are combined with other activities (e.g., theater security cooperation
25 events) the design of an effective training event can only be accomplished
26 by remaining focused on the underlying training requirements and
27 commander's training objectives.
28
29   (a) Develop Effective Training Strategy. Training strategies,
30 such as integrated mission area training, detail the effective and efficient
31 matching of training methods, modes, and media with the training
32 audience, training objectives, and available resources into training events
33 scheduled and executed over time to achieve and sustain required
34 performance proficiency. Development and refinement of an effective
35 training strategy positively impacts method(s), mode(s), and media
36 selection as well as event design and scheduling.
37
38   (b) Group Similar Training Methods. A suggested initial
39 step in designing training events is to group the related training
40 methods. Listing the training objectives with the associated method
41 allows the designer to incorporate related objectives into the event by
42 applying appropriate instructional guidelines.
43
44   (c) Link Related Joint Training Objectives. Appropriately
45 linking related joint training objectives is crucial in maintaining the

1   training focus throughout an event. For example, training objectives that
2   are accomplished by academic method and mode(s) should not be
3   combined with training objectives requiring a CPX. Likewise, training
4   objectives focused on building initial knowledge foundations within a
5   minimally proficient training audience should not be combined with
6   training objectives requiring skillful interaction with other fully proficient
7   organizations in an exercise event. In such cases, only related training
8   objectives (and resultant training methods and modes) should be
9   planned for a single event; multiple events are then linked in a building
10   block approach in the overall training strategy to reach the desired end
11   state. This building block approach is often the case for Service
12   components and supporting organizations preparing for a joint training
13   event. (NOTE: For detailed procedures to determine joint training
14   method(s), mode(s), and media, refer to Enclosure W, "Methods, Modes,
15   and Media.")
16
17   e. Step 5: Design and Schedule Training Events and Publish
18   J/ATP. Previous steps documented the Commander's/Director's training
19   guidance (Step 1), analyzed J/AMETS and defined procedures (Step 2)
20   identified joint training requirements (Step 3), developed joint training
21   objectives and determined methods, modes, and media to support the
22   training (Step 4). In Step 5, specific training events, to include funding,
23   personnel, and timing of each event required to achieve the training
24   objective, are identified and initial design of each event commences. The
25   forecast of resource requirements identified during initial event design
26   provides supporting organizations a first look at the overall resources
27   required. If the training event requires the movement of forces or
28   equipment, the JTIMS Strategic Lift (Stratlift) Module provides the
29   capability for combatant commands and Services to identify their Stratlift
30   requirements in terms of passengers and cargo, and the costs associated
31   with their movement. This is the Rough Order of Magnitude (ROM).
32
33   (1) The Stratlift requirements are refined during the Estimated
34   Actual process, often conducted with the combatant command's
35   Scheduling Conference.
36
37   (2) Stratlift requirements can be reviewed and validated in the
38   Worldwide Joint Training and Scheduling Conference (WJTSC), normally
39   conducted in the second quarter of the fiscal year.
40
41   (3) Based upon the validation, Joint Staff, J7 can determine and
42   publish Validated Funding Levels and instructions for combatant
43   commands and Services.
44

1   (4) Based on the Validated Funding Levels, combatant
2 commands can determine how to best budget Stratlift funding to their
3 exercises.
4
5   (5) When Time-phased Force and Deployment Data (TPFDD) is
6 ready for validation, a TPFDD Estimated Actual stating the estimated
7 cost of the TPFDD can be performed, entered, and published.
8
9   (6) When the TPFDD flow is altered by an unforeseen event
10 which causes the cost to increase or decrease by 10% a TPFDD
11 Allocation Estimated Actual can be performed to help determine the
12 severity of impact on the Stratlift Budget.
13
14   (7) When valid invoices are received, they are entered and
15 published. The Validated Funding Level sets the level each combatant
16 command is funded for Stratlift during a given year. The Stratlift
17 Manager can view the current or previously published Validated Funding
18 Levels by selecting the fiscal year (FY) from the Filter Years drop down
19 menu. The system displays a table of combatant command funding levels
20 and may also include additional comments, such as amounts provided
21 for Strategic Air Drop (SAD) or Maritime Preposition Force (MPF). The
22 Validated Funding Level is authored and published by Joint Staff, J7.
23
24   (8) Output from Step 5 includes the event summaries (JTP Tab F),
25 event time lines (Tab G), and Service component interoperability
26 requirements and combatant command high interest training
27 requirements (Tab H) (Figure D-10). The specific format for Tabs F, G,
28 and H is described in Enclosure L, "Joint Training Plan Format." These
29 tabs, when combined with tabs A-E, constitute the combatant
30 command's JTP. Once the Commander has approved the JTP, the JTIMS
31 Training Plan Analyst can publish the JTP, making it available to the
32 joint training community. Service components, CSAs, NGB and other
33 supporting organizations that are training audiences in the JTP can now
34 further integrate their training and preparation plans by linking their
35 preparation timelines to meet supported combatant command joint
36 training event timelines. JTIMS also provides the ability to post and
37 produce formatted reports for tabs A-H. Training events should outline a
38 building block approach, where each training event builds on previous
39 training and prepares the forces and/or staffs (training audience) for the
40 next training event. The desired combatant command JTP lays out the
41 required joint training events, with estimated joint training resource
42 requirements, that take all training audiences from their assessed
43 current levels of performance to the level of performance required to
44 accomplish the organization's JMETs.
45
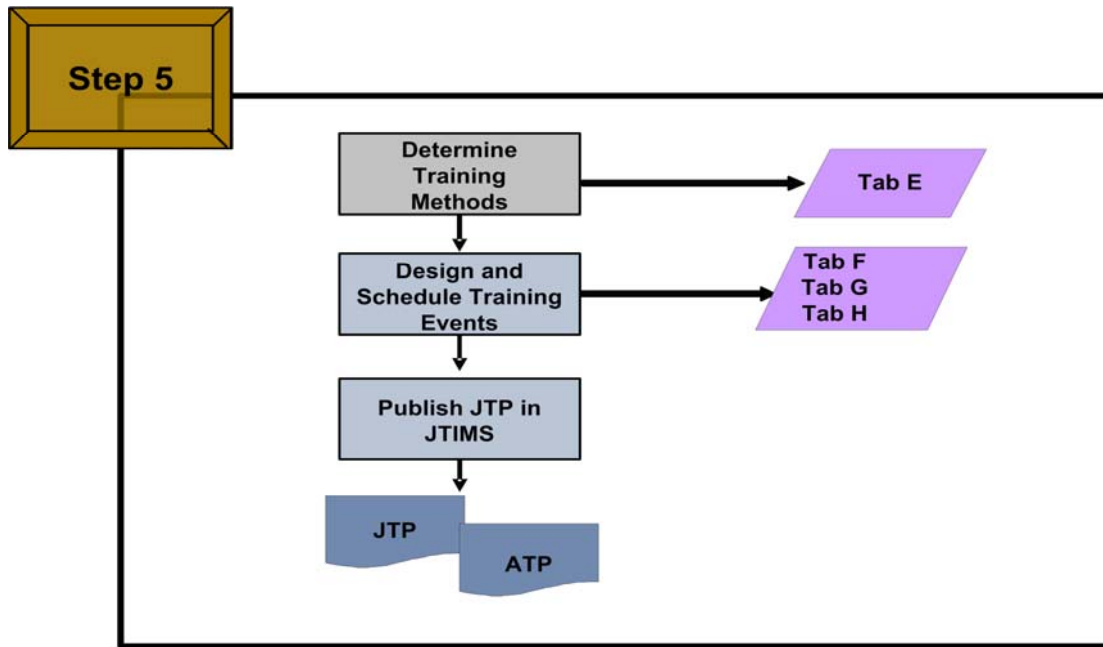
Figure D-10. Step 5- Design and Schedule Training Events and Publish JTP

5.   The JTS Planning Continuum

     a. WJTSC XX-2, held annually in September/October, sets the stage for planning joint training for the follow-on fiscal year (13 months hence). The Joint Staff/J-7 sponsors the conference, updates training guidance and resource allocation, resolves training issues, and identifies potential scheduling problems.

     b. The annual combatant command scheduling conferences, normally held in the October to December timeframe, are the coordination forums used to schedule the JTP that is to be published in March. Representatives from the component commands, supporting combatant commands, the Joint Staff, Services, and other agencies participate in the conference. Topics include the overall direction of training programs, service force requirements, deconfliction, and resource planning.

     c. After the combatant command exercise and training scheduling conference, the current JTP is updated in JTIMS as the foundation for deconfliction across the combatant commands at WJTSC XX-1.

     d. WJTSC XX-1 is held annually in February/March and includes representatives from the Joint Staff, combatant commands, Service components, and other appropriate government agencies. The Joint Staff/J-7 sponsors the conference. The conference goals include:

1 evaluation of the previous year's program, resolution of resource conflicts
2 and distribution of exercises throughout each planning year, assessment
3 of funding levels and program objectives, and briefing of the proposed
4 CJCS exercise evaluation program for the following fiscal year.
5
6   e. After this conference, combatant commands and Services once
7 again update their event schedules in JTIMS. These schedules form the
8 basis for the events tab of the J/ATP.
9
10 6.   Summary. The outputs of Phase II (Plans) are the combatant
11 commanders' JTPs and the CSA ATPs published in JTIMS. The planning
12 phase of the JTS identifies the training audiences and objectives, selects
13 training methods, and begins the design and scheduling of the training
14 program. Training objectives are determined based on specific training
15 audience needs. Training methods are selected based on the training
16 objectives, and specific training events are designed and documented in
17 the JTP. (See Figure D-11) Once resourced, valid events are
18 documented in the combatant command JTP, which provides the
19 transition point from Phase II (Plans) to Phase III (Execution).
20

JTP/ATP Development Process

Step 1	Update Commander's / Directors Guidance
Step 2	Analyze J/AMETs / Define Procedures
Step 3	Review Training Audience Assessment / Refine Training Audience / Identify Training Requirement
Step 4	Develop Training Objectives and Audience / Determine Training Methods
Step 5	Design & Schedule Training Events

Publish JOINT TRAINING PLAN / AGENCY TRAINING PLAN

21
22
23 Figure D-11. Joint Training Plan and Agency Training Plan Development
24   Process

1

2   ENCLOSURE E

3

4   PHASE III (EXECUTION)

5

6   1.   Introduction. Within the JTS, joint training events are conducted
7   in Phase III (Execution) to achieve the requirements-based combatant
8   command, CSA or supporting unit annual training objectives derived in
9   Phase II (Plans). Upon completion of each training event during Phase
10   III, an evaluation is made as to whether the event training objectives
11   were met and how they apply to overall combatant command, CSA or
12   supporting unit training objectives. Issues, lessons learned, and
13   observations are also identified during each training event. The products
14   of Phase III are used in Phase IV (Assessment) to determine whether a
15   combatant command is trained to perform the required mission
16   capabilities, defined by JMETs, to standard. This assessment is then
17   used to plan for the next training cycle, to support joint readiness
18   reporting, to identify procedural practical solutions, and to support issue
19   identification and resolution. The building block approach to prepare for
20   joint training events by Service components, CSAs, and other supporting
21   organizations supports evaluation and assessment at each successive
22   level so that subordinate commanders can evaluate their preparedness
23   for joint training events and combatant commander missions.

24

25   2.   Purpose. This enclosure describes the methodology for designing,
26   planning, preparing, executing, analyzing, evaluating, and reporting
27   training events. Academic and/or exercise methods are used to support
28   each training event. Although the methods appropriate for each training
29   objective should be identified in Phase II plans, the matching of specific
30   methods, modes, and media normally is not complete until the execution
31   phase. Real-world conditions, among other factors, may require
32   modification of the content and scope of each scheduled event to
33   maximize the training value.

34

35   3.   Inputs, Processes, and Outputs. The specific inputs, processes,
36   and outputs associated with Phase III (Execution) are depicted in Figure
37   E-1. The discrete events are orchestrated using the J/ATP. Pertinent
38   lessons learned are used to identify areas for additional emphasis or
39   revision following publication of the J/ATP. The processes, whether
40   academic or exercise, support the training requirements and provide the
41   following output: Training Proficiency Observations (TPOs), TPEs, and
42   DOTMLPF issues which reflect successes or opportunities for training
43   improvement.

44

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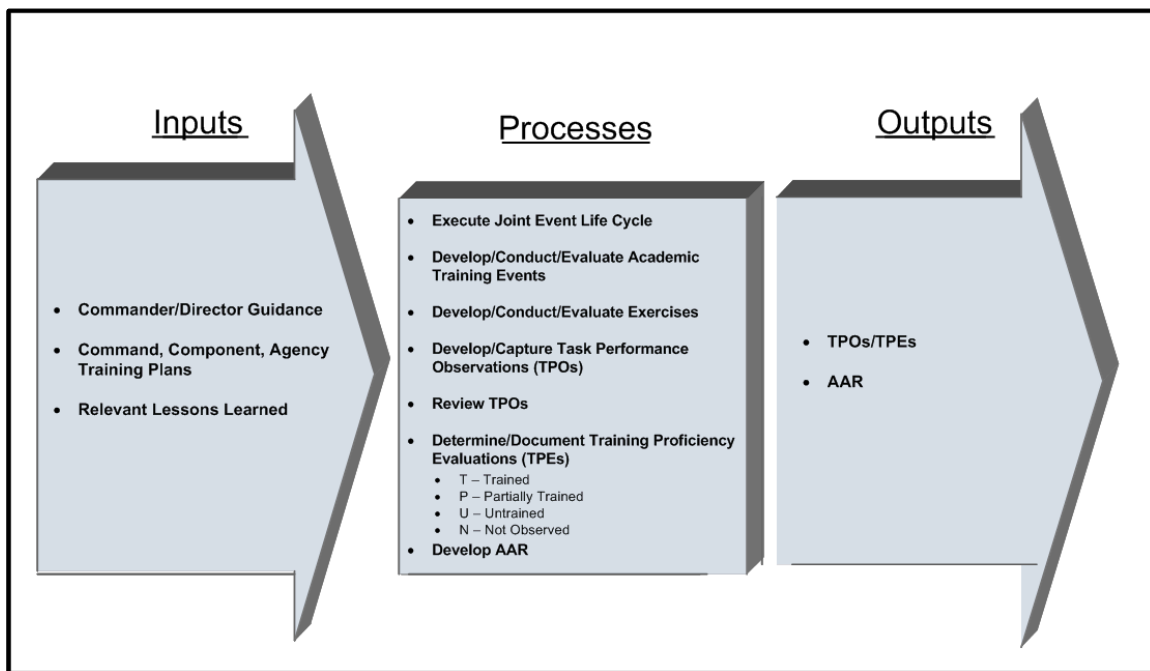
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3
4   Figure E-1. Phase III Inputs, Processes, and Outputs
5
6   4.   <u>Academic Instruction</u>. Academic instruction is conducted either
7   as stand-alone events or as a precursor, often in a building block
8   approach, in preparation for a larger event such as an exercise. This
9   method should be selected if the desired outcome is one of the following:
10 moving from a current level of knowledge to a higher level; filling gaps in
11 knowledge from previous knowledge level; or achieving the ability to
12 apply the knowledge. The latter is normally the desired outcome when
13 academic instruction is conducted prior to, but in conjunction with, a
14 joint exercise. Although less rigorous than an exercise, academic
15 instruction must be designed, planned, prepared, conducted, evaluated,
16 and reported the same as an exercise to achieve optimum results.
17
18   a. Planning. Prior to the academic event, the targeted training
19 audience and the training objectives should be refined and updated on
20 TPAs and any J/ATP changes in JTIMS. The Chairman's training
21 guidance and high interest training issues, the Commander/Director
22 joint training guidance, lessons learned and other sources will be
23 incorporated where possible. Appropriate modes and media supporting
24 the academic method should also be selected. Options include the
25 following: formal instruction identified in the joint course courseware
26 database; deployable instruction; or internal instruction using materials
27 developed internally or externally. Considerations for mode and media
28 selection are described below:

1
2   (1) Mode. The nature of the training audience plays a pivotal
3 role in determining the best mode of academic event to meet the desired
4 outcome. Training audiences can be classified based on the level of the
5 staff concerned (combatant command staff, JTF, or component). Within
6 each level there are also internal staff training audience levels:
7 commander and principal staff; augmentees; liaison officers; and boards,
8 bureaus, centers, and cells. Each level has disparate experiences,
9 functions, and perspectives as well as differing availability for instruction
10 and/or training. Based on the audience, the selection may either be
11 programmed text, platform instruction, facilitated instruction, staff
12 practical exercise, an academic workshop, or distributed learning.
13
14   (2) Media. Availability of resources is a determining factor in
15 media selection. The primary consideration is whether the command has
16 the expertise, tools, or time internally to prepare for the academic event,
17 or if the command has an opportunity to procure resources from another
18 command or academic institution (e.g., Joint Forces Staff College
19 (JFSC)).
20
21   b. Preparation
22   (1) Developing an academic event may be as simple as updating
23 "on-the-shelf" lesson plans or as complex as preparing instructional
24 materials from scratch. There are three critical factors that should be
25 addressed before developing a lesson plan or curriculum:
26
27   (a) Lesson objectives (what the individuals should learn).
28
29   (b) Tasks (what the individuals have to do to learn this).
30
31   (c) Baseline (what the individuals need to know before they
32 can learn the objective).
33
34   (2) Determining these factors in advance will increase the
35 likelihood of developing successful lesson plans. Once a lesson plan and
36 instructional materials are prepared, instructors, facilitators, observers,
37 and evaluators should be identified, trained, and rehearsals conducted.
38 The commander should be briefed on the instructional approach, TPO-
39 supported collection management plan, the after-action review (AAR), if
40 appropriate, and how the TPOs will be translated into TPEs.
41
42   c. Execution. Academic events are developed to satisfy specific
43 lesson objectives. Each event must provide:
44

1   (1) The means (methods, modes, and media) for the training
2 audience to reach the desired end state of required knowledge (baseline).
3

4   (2) The ability to measure whether the training audience
5 achieved the learning outcome (tasks). For example, can the audience
6 perform to the level described in the training objective? Measurements
7 are made through a well-defined TPO-supported collection management
8 plan. TPOs are based on (in order of objective merit): actual
9 demonstrations, written and/or oral tests, practical exercises, briefings,
10 or audience participation. The AAR, as part of the event, provides the
11 commander direct feedback and allows the training audience, through
12 facilitated discussion, to examine actions and results. Deficiencies
13 should be corrected on the spot, when possible, to save the command
14 from conducting remedial action in the next training cycle.
15

16   d. Evaluation
17

18   (1) The AAR provides a "first look" on whether the training
19 audiences achieved the training objectives. Following execution,
20 command trainers collect the TPOs for each training objective in JTIMS,
21 conduct analysis, and make a formal recommendation (TPE) on whether
22 the training audience achieved the training objective. Figure E-2
23 demonstrates how TPOs are translated into TPEs. The recommendations
24 are presented to the commander for approval.
25

26   (2) During evaluation, observations not related specifically to
27 training objectives are also captured in JTIMS, as well as the collection of
28 issues and lessons learned. They are incorporated into the event AAR
29 and command generated reports as required.
30

31   e. Lessons-Learned, Case-Based Facilitated Instruction for JTF
32 Commanders and Staff. An effective method for teaching new lessons
33 from past experiences and events is the case-based method for teaching.
34 Case-based teaching emphasizes critical analysis of "real-world" settings
35 and situations and helps senior officers draw on their knowledge base
36 and evaluate doctrine, tactics, techniques, and procedures applicable to
37 future scenarios. Case-based teaching uses a descriptive document (the
38 case), usually presented in narrative form that is based on either a real-
39 world or training event. The case attempts to convey a balanced

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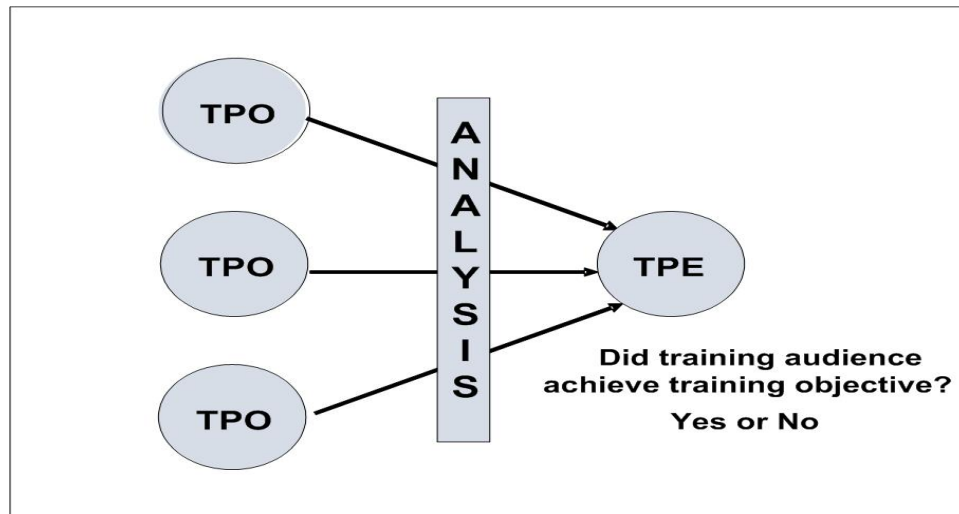
Figure E-2. Evaluation by Event

multidimensional representation of the context, participants, and reality
of the situation. Cases are created explicitly for discussion and should
include sufficient detail and information to elicit active analysis and
interpretation. In joint warfare training and education, the emphasis on
reality-based cases is important because it enables officers to explore,
analyze, and examine representations of actual events. Cases are
historically accurate descriptions of operations (or exercises). A good
source to develop a case from the Joint Lessons Learned Program (JLLP)
database available from the Joint Center for Operational Analysis
(JCOA). While the name of units and individuals should be protected,
the articulation of events should be historically accurate. Use of the
case-based method requires a case study approach in a seminar
environment. Learning through the case-based method requires active
involvement from the participants. Students will quickly achieve the
learning objectives through rigorous analysis and internalize those
objectives more effectively by discovering the answer themselves.

5.   Joint Exercises and Events

    a. Joint exercises are characteristically resource-intensive (time,
personnel, and equipment), requiring extensive coordination and
preparation (see Enclosure M, "Joint Exercise Coordination Procedures,"
and Enclosure P, "Significant Military Exercises Reporting," for an
overview on funding, reporting, political constraints, and resource
allocation). However, exercises provide a valuable venue for collective
training.

1   b. Significant military exercises (Enclosure P) are a special category
2   that requires submission of a significant military exercise brief (SMEB) to
3   CJCS for Secretary of Defense coordination and approval. The specific
4   format for the SMEB message is in Enclosure P and can be displayed in
5   JTIMS. Once the SMEB has been fully coordinated and approved at the
6   national level, it is the authorization document for combatant
7   commanders to commit designated component forces to participate in
8   the exercise.
9

10   6.   Joint Event Life Cycle. Often large exercises and joint training
11   events are designed, planned, executed and evaluated using the JELC as
12   a flexible guide that can be modified to apply to various levels of joint-
13   event intensity. The JELC, not to be confused with the four phases of
14   the JTS, provides an orderly sequence of the inputs, process steps, and
15   outputs necessary to assure successful execution for any size training
16   event. The JELC provides a methodology for joint-event development,
17   resident within Phase III (Execution). The JELC (Figure E-3) consists of
18   five stages: design; planning; preparation; execution; and evaluation. A
19   series of event-planning conferences or collaborative sessions provide
20   discrete breakpoints between each stage. A complete list of nominal
21   JELC milestones is at Enclosure K, "Joint Event Planning Milestones."
22   In practice, the JELC "flows" as a nearly continuous process from one
23   stage to the next, and the boundaries between stages become nearly
24   indistinguishable. The individual JELC stages are briefly described in
25   the following paragraphs and reflect the methodology used to conduct an
26   exercise supported by a computer simulation. The JELC, however,
27   provides sufficient flexibility for exercise and event planners to modify
28   the process as needed to meet specific training requirements. Given the
29   complexity of the JELC, the JTIMS provides assistance in JELC
30   management, and the JTIMS execution phase includes many of these
31   activities to include MSEL and observation collection tool automation.
32

33   a. Design Stage. The design stage commences with preparations
34   for, and completion of, the concept development conference (CDC) and
35   ends following the initial planning conference (IPC). In USJFCOM
36   supported exercise events, a joint event team (JET) is formed that leads
37   the joint exercise support plan by reviewing joint training requirements
38   from the combatant command's JTP in JTIMS, developing an exercise
39   concept, determining training method and/or mode, selecting
40   appropriate simulations, developing a Memorandum of Agreement (MOA)
41   (if required), formulating initial plans and/or directives, and defining
42   requirements for AAR collection and analysis. Although activities are
43   compartmentalized for the purposes of this discussion, most activities
44   span all facets of the
45

1
2

Figure E-3. Joint-Event Life Cycle

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4
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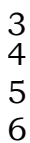
1   design stage. A formal CDC is conducted at the discretion of the
2   combatant command's event team leader (ETL). Figure E-4 shows
3   specific design stage activities prior to, during, and following the CDC
4   through completion of the IPC. Key outcomes of the design phase are
5   exercise objectives, training objectives, training audience and support
6   identification, proposed command and control architecture (exercise
7   control and participant command support requirements), event flow, and
8   scenario and/or environment. (See details at Enclosure I, "Joint Event
9   Planning Milestones").
10
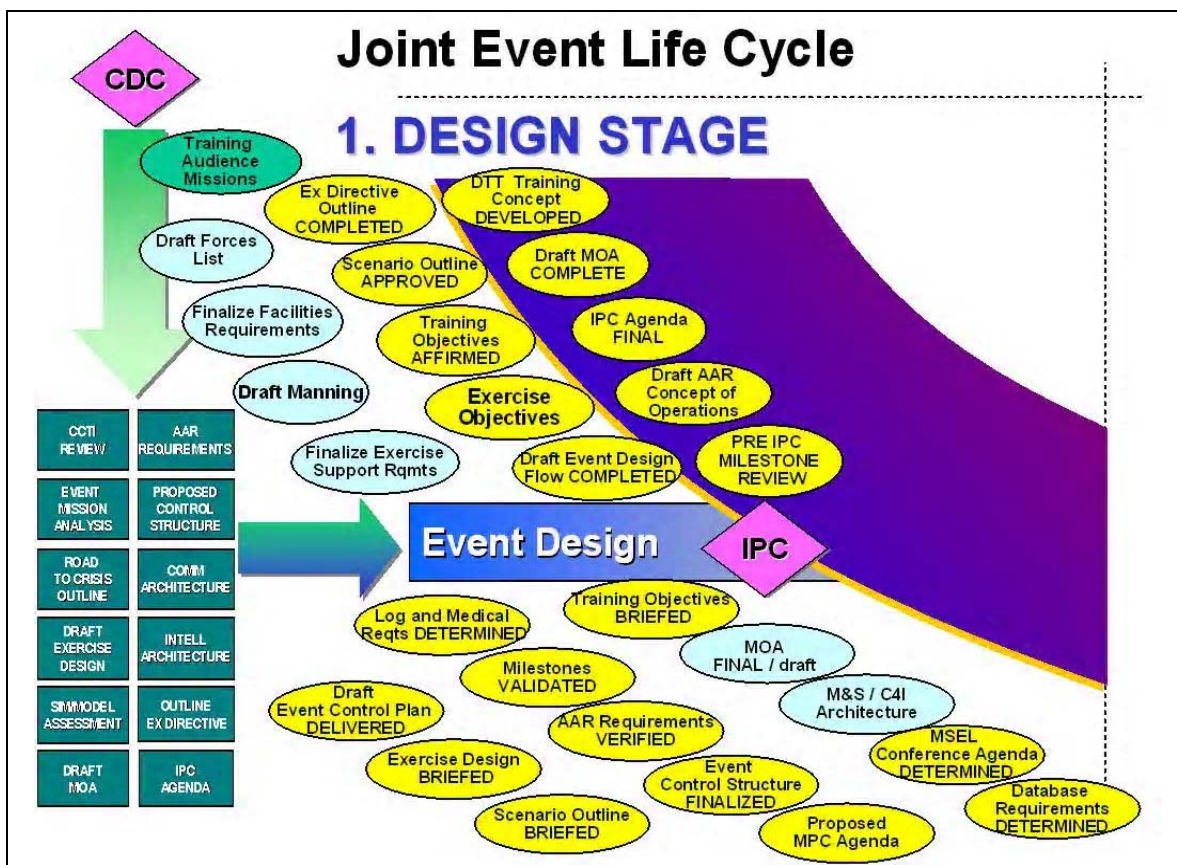
11
12   Figure E-4. JELC Stage 1 (Design)
13
14   b. Planning Stage. The planning stage officially begins following
15   conclusion of the IPC and ends with completion of the main-planning
16   conference (MPC). In addition, this stage normally includes the MSEL
17   development conference. During this stage, approved products from the
18   CDC and IPC are presented, an exercise directive is drafted, concepts
19   and supporting plans are developed and finalized, MOAs (if required)
20   between supported command and supporting agencies are signed,
21   database build begins, and a site survey is conducted.
22

1   (1) Master Scenario Event List (MSEL). In addition, the MSEL
2 development process is initiated and the MSEL development conference
3 completed. The use of the JTIMS MSEL tool assists the user during this
4 stage. Joint Master Scenario Event List (JMSEL) is an automated system
5 specifically designed to assist in MSEL Management. A MSEL is a
6 collection of pre-scripted events intended to guide an exercise toward
7 specific outcomes. The JMSEL tool facilitates the work of exercise
8 planners and supports execution of exercises with simple, easy to use
9 functions. JMSEL provides a web-based, graphical user interface (GUI)
10 for developing and viewing the JMSEL product data. JMSEL supports
11 subject matter xpert (SME) users and MSEL managers. Appendix A to
12 Enclosure E outlines the Joint Staff allocated MSEL numbers used
13 during planning and development of scenario events.
14
15   (2) JTIMS JMSEL software also allows four MSE levels as
16 indicated in Table E-1. The levels are used to determine who manages
17 MSEL development and implementation. All events should be linked to
18 an exercise objective, joint training objective, JMET, and UJTL task.
19

UJTL LEVEL	MSE ITEM LEVEL	EVENT MANAGER
Strategic National	1	Joint Staff, J-7
Strategic Theater	2	Combatant Commander Headquarters or Service Headquarters
Operational	3	Component Command or Major Command Headquarters
Tactical	4	Below Component Command or Major Command Headquarters

Table E-1. MSE Levels

24 Figure E-5 depicts the flow of activities during the planning stage.
25 Although activities are compartmentalized for the purposes of this
26 discussion, most activities span all facets of the planning stage. Key
27 objectives of the planning stage are an exercise directive and supporting
28 plans, identification of logistic requirements (participant, support
29 organizations, control), participant as well as control group academic and
30 training requirements, continued scenario development, front-end
31 analysis of MSEL events and training objectives and initial development
32 of the collection management plan are conducted.
33

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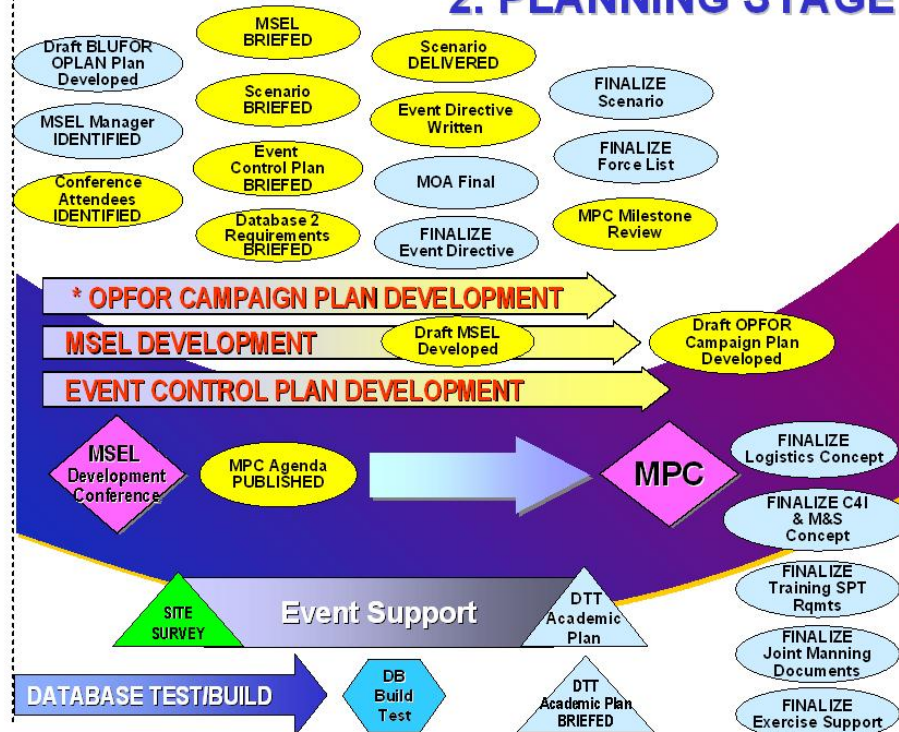
Figure E-5. JELC Stage 2 (Planning)

    c. **Preparation Stage.** Completion of the MPC ends the planning stage and initiates the preparation stage. During this stage, the exercise concepts, exercise directive, supporting plans, MSEL, and training plans are finalized, approved, and published; the TPFDD is ready for validation; and the construct of the mini-exercise is completed. The exercise milestones are reviewed and dates are set for additional database tests in JTIMS. The exercise control plan is completed. The final planning conference (FPC) is convened to confirm completion of all required milestones prior to start of exercise (STARTEX) and/or event and to distribute the required plans and orders. Following the FPC, the site is prepared, training is conducted, and a final modeling and simulation testing is completed as necessary. Document crosswalk and analysis are completed, internal training is conducted, and the collection management plan is finalized in JTIMS. Deployment of personnel and equipment signifies the end of the preparation stage and the beginning of the execution stage. Key objectives of the preparation stage are database decisions and modeling and simulation testing, and updated

1   commander's guidance. Figure E-6 depicts actions taking place during
2   this stage.
3
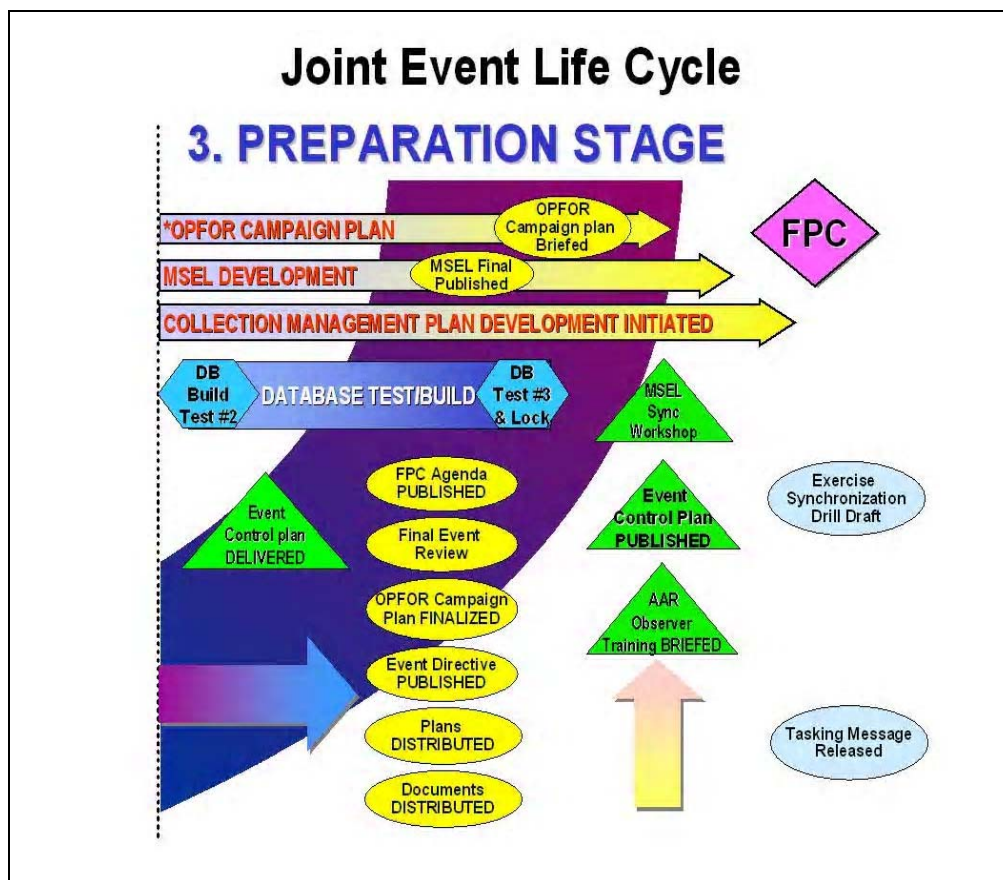
6   Figure E-6. JELC Stage 3 (Preparation)
7

8   d. Execution Stage. The execution stage begins with deployment to
9   the joint exercise or event site and ends with the facilitated AAR and end
10 of exercise (ENDEX) or event activities. Redeployment normally indicates
11 the transition from execution to the final stage: evaluation (Stage 5).
12 Both deployment and redeployment are often phased depending on the
13 number and complexity of setup and takedown functions that need to be
14 performed. During the execution stage, final preparations are made at
15 the exercise site – including communications and simulation setup and
16 checks and various execution rehearsals. The actual exercise, including
17 participant training when required, is conducted. Following ENDEX, the
18 facilitated AAR is convened for the benefit of the training audience.
19 (Generally, the AAR is considered an extension of the training process.)
20 Figure E-7 outlines actions during this stage. Redeployment of
21 equipment and personnel marks the official conclusion of the execution
22 stage.
23

1
2

Joint Event Life Cycle
4. EXECUTION STAGE

JAAR Process

AAR Observer Tng EXECUTED

Exercise Synch Drill

Phase II OPORD Development

Event EX

CAMPAIGN EXECUTION

MSEL EXECUTION

Phase I Academic

AAR EXECUTED

COLLECTION MANAGEMENT EXECUTION

COP Conference

JECG Training EXECUTED

COMEX EXECUTED

CMP Delivered

Synch Wargame

DJTT Training EXECUTED
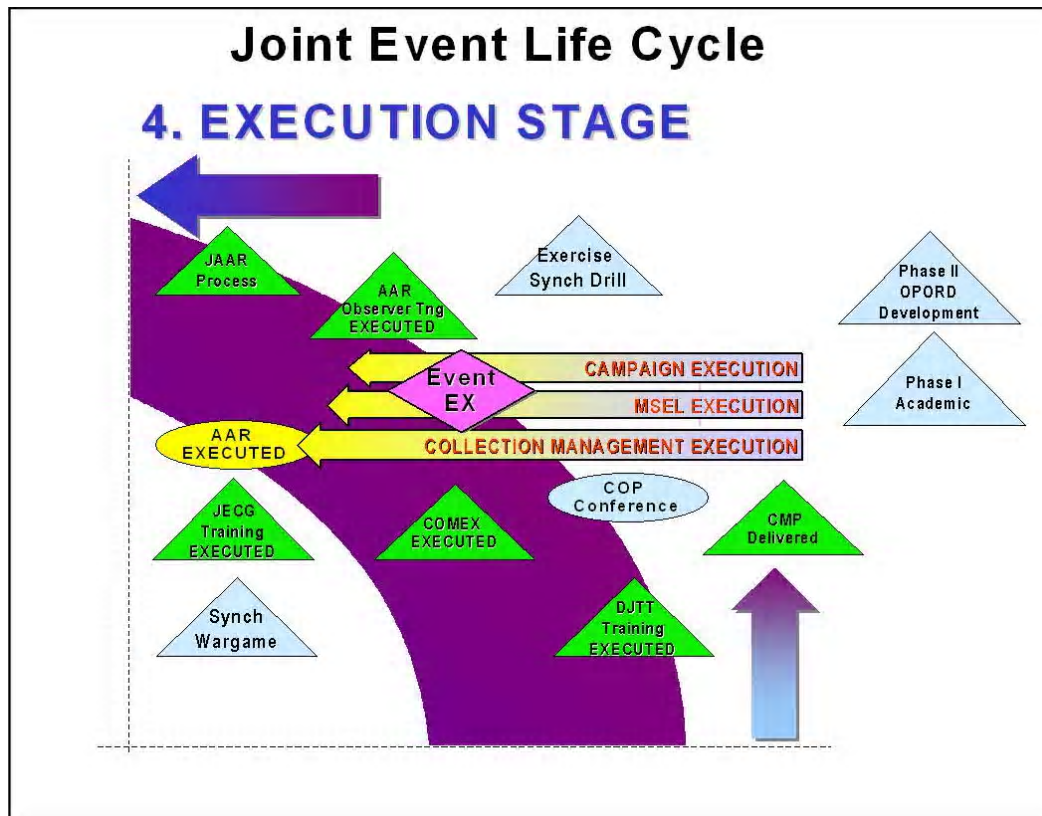
3
4
5   Figure E-7. JELC Stage 4 (Execution)
6
7   e. Analysis, Evaluation, and Reporting. Stage 5 completes the
8 JELC. The evaluation stage depicted in Figure E-8 begins with
9 redeployment and ends when finalized data and products are distributed
10 to the end users, to include feedback into JTP. Upon completion of
11 redeployment and equipment recovery, all exercise and event information
12 (observations, documents, model data (if applicable), discussion at the
13 facilitated AAR, etc.) is analyzed, evaluations are determined where
14 appropriate and entered into JTIMS, and written reports (such as the
15 commander's summary report and the AAR) are prepared. The products,
16 in turn, are used to feed Phase IV (Assessment) of the JTS and JTIMS.
17 The operative construct for the JELC is not a closed loop, but a spiral
18 that moves forward in a process of continual learning, growth, and
19 improvement for the joint community. An internal review is usually held
20 to determine how the exercise might have been improved, and the results
21 are made available for internal use in successive JELC applications.
22

1   NOTE: This assures a continuous improvement process in exercise
2   control and may be applied to the JELC Stage 1 (design) of the next
3   exercise or event in the series.
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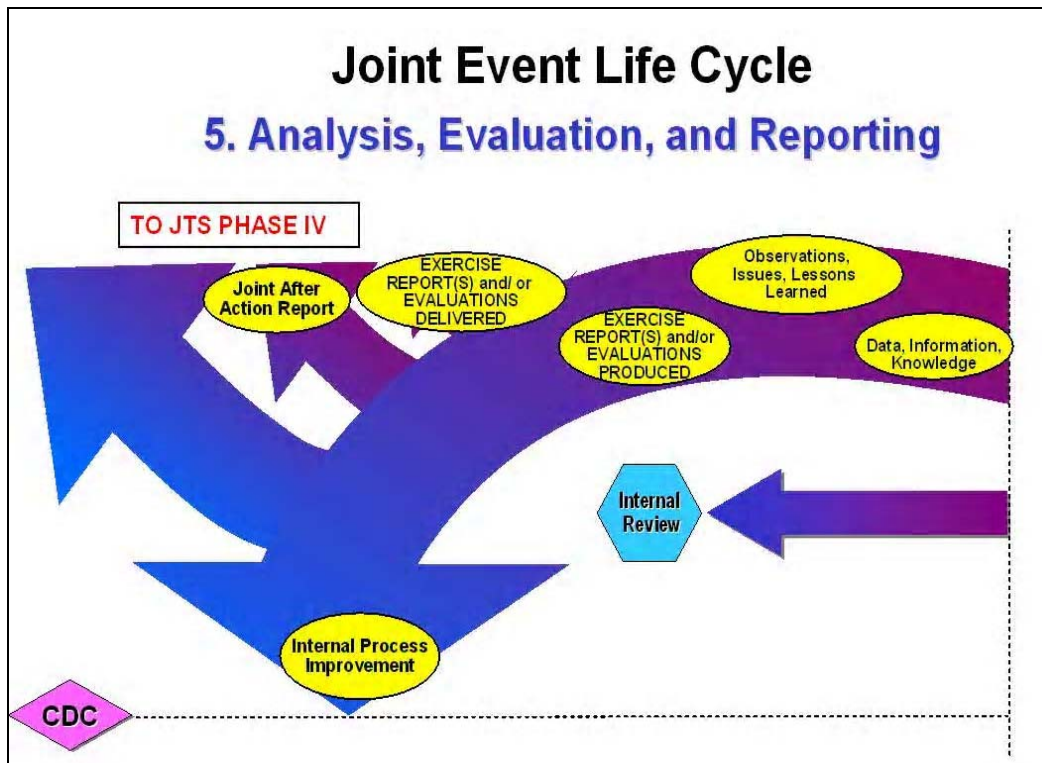
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7   Figure E-8. JELC Stage 5 (Analysis, Evaluation, and Reporting)
8
9   7. Summary. Discrete events identified in the JTP are conducted in
10   the JTS execution phase. Execution of academic and exercise events
11   provides the opportunity to train and verify the training audiences are
12   trained to the proficiency levels identified in Phase II (Plans). Execution
13   of a training event follows the same methodology that supports the JTS.
14   The products from all events are aggregated to support assessment in
15   Phase IV (Assessment).

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3   APPENDIX A TO ENCLOSURE E
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5   JOINT MASTER SCENARIO EVENT NUMBERS
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7

ORGANIZATIONS	ALLOCATED EVENT NUMBERS
Federal Civil Departments & Agencies	
Coordinated by the Federal Emergency Management Agency (FEMA)[1]	000000 - 009999
National Security Council	260000 - 269999
Department of State	270000 - 279999
1 All civil departments and agencies except the National Security Council and Department of State.	
Services	
US Army	010000 - 019999
US Navy	020000 - 029999
US Air Force	030000 - 039999
US Marine Corps	040000 - 049999
US Coast Guard[2]	050000 - 059999
2 Although the USCG is part of the Department of Transportation, it is listed with the Services and has separate assigned numbers.	
Commands	
US European Command	070000 - 079999
US Joint Forces Command	080000 - 089999
US Pacific Command	090000 - 099999
US Central Command	100000 - 109999
US Southern Command	110000 - 119999
US Transportation Command	120000 - 129999
US Strategic Command-(West)[4]	130000 - 139999
North American Aerospace Defense Command	140000 - 149999
US Special Operations Command	150000 - 159999
US Northern Command [3]	160000 - 169999
US Strategic Command[4]	170000 - 179999
3 Forces Command MSEL numbers are reassigned to US Northern Command. Forces Command will get its MSEL numbers from the Army or Joint Forces Command as appropriate. 4 Despite being combined into one command, the former US Space Command MSEL numbers will be retained by US Strategic Command.	

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10   Figure E-A-1. JMSEL Numbers for Services and Combatant Commands
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E-A-1

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ORGANIZATIONS	ALLOCATED EVENT NUMBERS
Defense Agencies and Activities	
Defense Communications System	180000 - 189999
Defense Finance & Accounting Service	190000 - 199999
Defense Information Systems Agency	200000 - 209999
Defense Logistics Agency	210000 - 219999
National Imagery and Mapping Agency	220000 - 229999
Defense Threat Reduction Agency	230000 - 239999
National Communications System	240000 - 249999
National Security Agency	250000 - 259999
Office of the Secretary of Defense	280000 - 289999
National Guard Bureau	060000 - 069999
Armed Forces Medical Information Command	300000 - 309999
Armed Services Blood Program Office	310000 - 319999
Global Patient Requirements Movement Center	320000 - 329999
Military Postal Services Agency	330000 - 339999
Military Entrance Processing Command	340000 - 349999
Selective Service System	350000 - 359999
Defense Contract Management Agency	360000 - 369999
Joint Staff	
CJCS, VCJCS, DJS, SJS	290000 - 299999
J-1	291000 - 291999
J-2/DIA	292000 - 292999
J-3	293000 - 293999
J-4	294000 - 294999
J-5	295000 - 295999
J-6	296000 - 296999
J-7	297000 - 297999
J-8	298000 - 298999
Spares	299000 - 299999

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3 Figure E-A-2. JMSEL Numbers for Defense Agencies and Joint Staff
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ENCLOSURE F

PHASE IV (ASSESSMENT)

1. Introduction

    a. This enclosure of the JTM describes how training evaluations from multiple joint training events are converted into an assessment of training readiness and mission-essential task proficiency. This training readiness assessment completed in JTIMS will dynamically update into the organization's training assessment in DRRS, supporting the organization's overall joint readiness assessment.

    b. A training assessment is the analytical process used by commanders to determine an organization's proficiency to accomplish the capability requirements defined in JMETs. The assessment phase of the JTS provides commanders and staffs, at each level of command, valuable information that describes a direct payoff in terms of improved mission capability for the effort associated with the first three phases of the JTS (see Figure F-1). The goal of the assessment phase is to determine if the organization is trained, partially trained, or untrained. It allows the Combatant Commander to assess the effectiveness of the training program in improving the joint readiness of his staff. It provides the Commander a clear structure to identify his staff's strengths and weaknesses, review issues and lessons learned and refine his future joint training program. Service component commanders, CSA Directors and other supporting organization leaders assess their organization's training effectiveness similarly to support readiness to perform missions assigned by the combatant commander. The assessment phase of the JTS describes how the collective training results are:

        (1) Translated into future training requirements for subsequent training cycles.

        (2) Developed into lessons learned.

        (3) Used to identify and resolve issues.

        (4) Made available to other users of training information.

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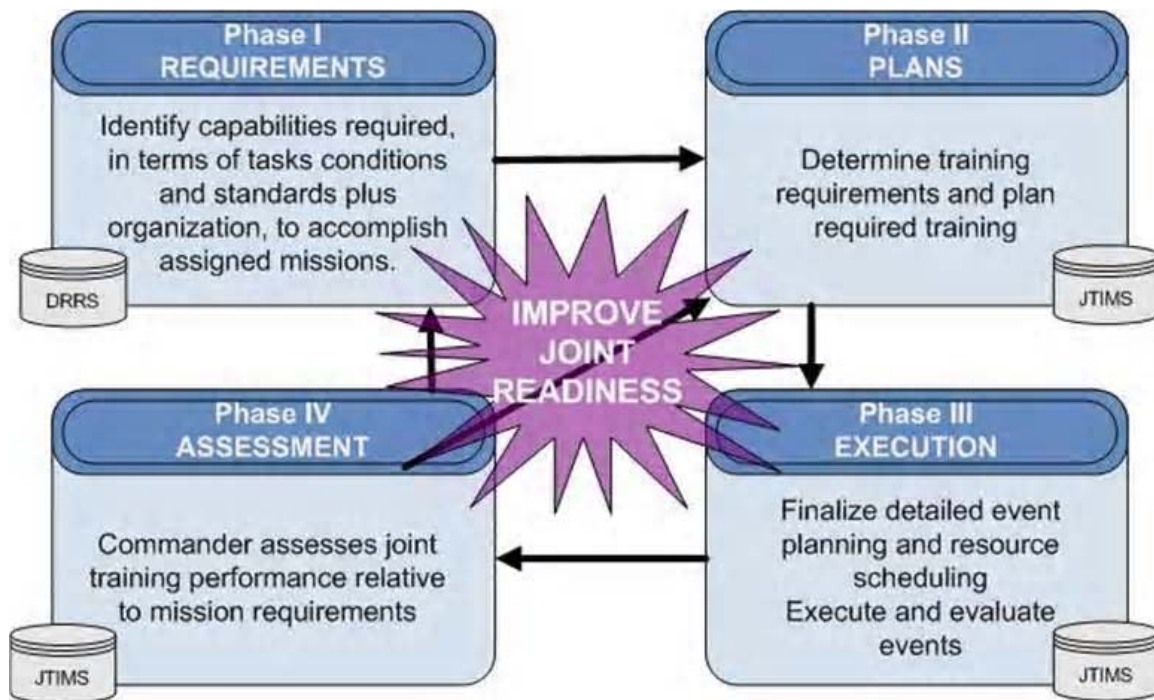
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5   Figure F-1. The Joint Training System Process
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7   2.   Purpose. This enclosure describes the methodology for
8   conducting the assessment, documenting the results, and distributing
9   those results internally and externally for action. The methodology is
10   dependent upon three key factors: clear commander's guidance on how
11   to assess the training (the assessment plan), well-documented output
12   from the execution phase, (i.e., lessons learned, issues, TPOs and/or
13   TPEs), and disciplined support of the assessment.
14
15   3.   Evaluation vs. Assessment. Before discussing the assessment
16   process, leaders must understand the important difference between an
17   evaluation and an assessment. *During the execution phase*, the
18   Commander/Director evaluates a specific training audience's
19   performance in relation to a specific task, under specified training
20   conditions, and a designated level of performance during a particular
21   event. *During the assessment phase*, the Commander/Director assesses
22   the command's/agency's ability to accomplish its J/AMETL and perform
23   its missions based on the totality of numerous TPEs, informal results,
24   actual operations, assessment of J/AMET standards, and any other
25   pertinent feedback available. An evaluation is a "snapshot" of an
26   organization's actual performance. An assessment applies the
27   commander's judgment to those collective "snapshot" data points to
28   determine the organization's capability to perform in the future.

1   Evaluation looks backward at a specific event while assessment looks
2   forward to readiness.
3
4   4.   <u>Inputs, Processes, and Outputs</u>. The specific inputs, processes, and
5   outputs associated with Phase IV (Assessments) are depicted in Figure F-
6   2. Although the input and types of output are consistent from command
7   to command, process methodologies will vary because of unique
8   command assessment plans. There are four types of inputs: the current
9   JTP, data gathered during Phase III (Execution), relevant joint lessons
10 learned and actual operations that may be applicable to the assessment
11 process (see Figures F-2, "Inputs"). The processes' outputs support the
12 organization's overall readiness assessment and initial development of
13 the commander's training guidance for the next cycle: the development
14 of TPAs and MTAs; refinement of issues; documentation of lessons
15 learned; and nominations for CJCS High Interest Training Issues (HITI).
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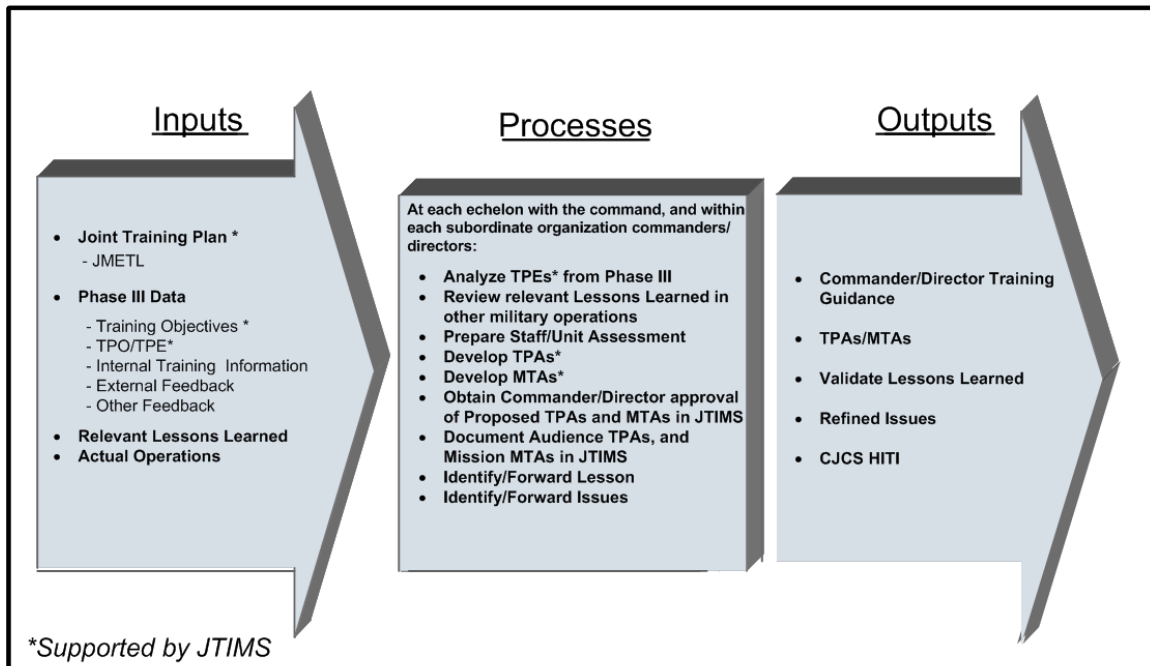
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19   Figure F-2. Assessment Phase Inputs, Processes, Outputs
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21 5.   <u>Assessment Flowchart</u>. The flowchart for assessment (Figure F-3)
22 depicts the process steps necessary to derive the outputs mentioned
23 above. The J/AMETL, joint training objectives, TPOs, and TPEs,
24 contained in JTIMS, are the primary data points for assessment in Phase
25 IV (Assessment). Assessment should focus on the uniqueness of each
26 mission and the respective training evaluations for developing an overall
27 MTA, based on J/AMET TPAs.
28

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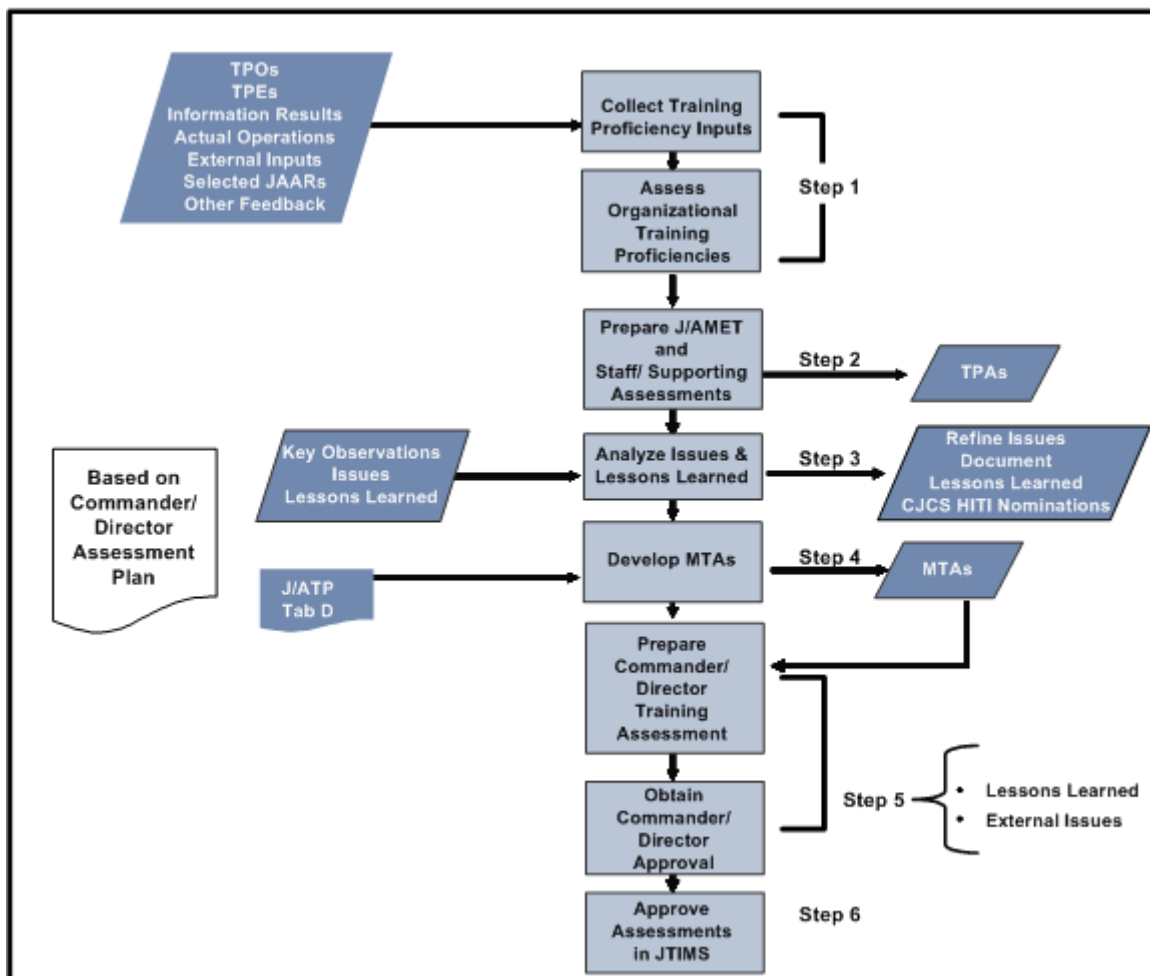
Figure F-3. Assessment Flowchart

a. Step 1. Collect Training Proficiency Inputs. The first step is to review training proficiency data collected from within the command for the purpose of the assessment (Figure F-4). Most of the data, in the form of TPOs or TPEs, should be collected by the functional leader or trainer, in JTIMS, for each training audience. For example, the J-2 functional leader or trainer collects all the TPOs and/or TPEs relevant to J-2 training objectives (TPEs are based primarily on TPOs collected in training events in Phase III (Execution)). Other sources include after-action reports from actual operations, informal results from other internal training, selected joint lessons learned, assessment of J/AMETs and associated Staff Task standards in DRRS, and feedback from external sources such as the operations or training results derived by other organizations.

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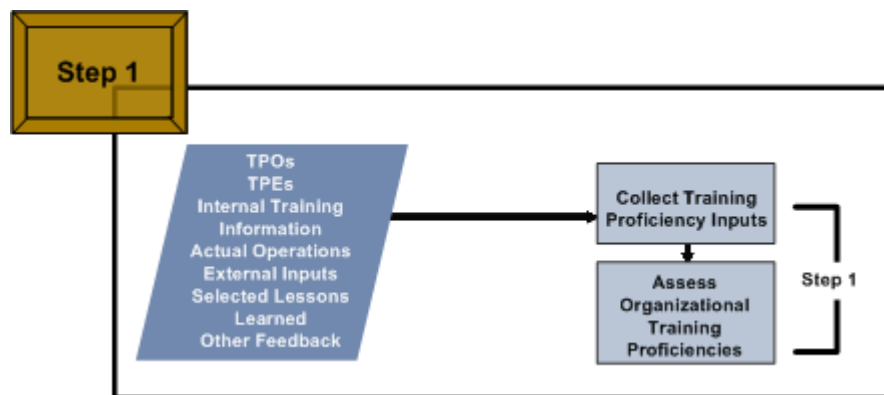
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4   Figure F-4. Step 1 – Review Training Proficiency Inputs
5
6   b. Step 2. Develop Training Proficiency Assessments. The second
7   step in this process is depicted in Figure F-5. Conduct a training
8   audience assessment and then associate the results to the J/AMETs and
9   associated Staff Supporting Tasks.
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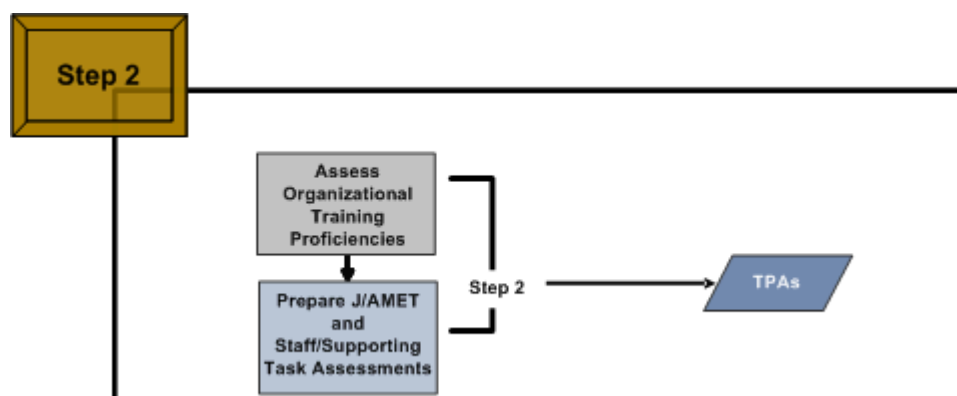
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13   Figure F-5. Step 2 – Develop Training Proficiency Assessments
14
15   (1) The Commander/Director, or as designated, staff directorate
16   leads within each organization responsible for performing a mission
17   J/AMET, or associated Staff Supporting Task , makes an assessment in
18   JTIMS of whether the organization can perform the J/AMET or
19   associated Staff Supporting Task (i.e., whether the organization is trained
20   (T), partially trained (P), or is untrained (U)). The following inputs
21   support each decision: all TPEs for each training audience joint training
22   objective associated with the J/AMET or associated Staff Supporting
23   Task, external feedback, actual operations, and informal inputs,
24   measured against the J/AMET standard in DRRS. Figure F-6 depicts the
25   TPA by J/AMET task for the organization. Information in the current
26   J/ATP along with the inputs from Phase III (Execution) is used to make

1 these assessments. Training audience TPEs were collected in Step 1 and
2 categorized by joint training objective. Supporting training objectives are
3 linked to a specific J/AMET or associated Staff Supporting Task and
4 associated Staff Task standard.
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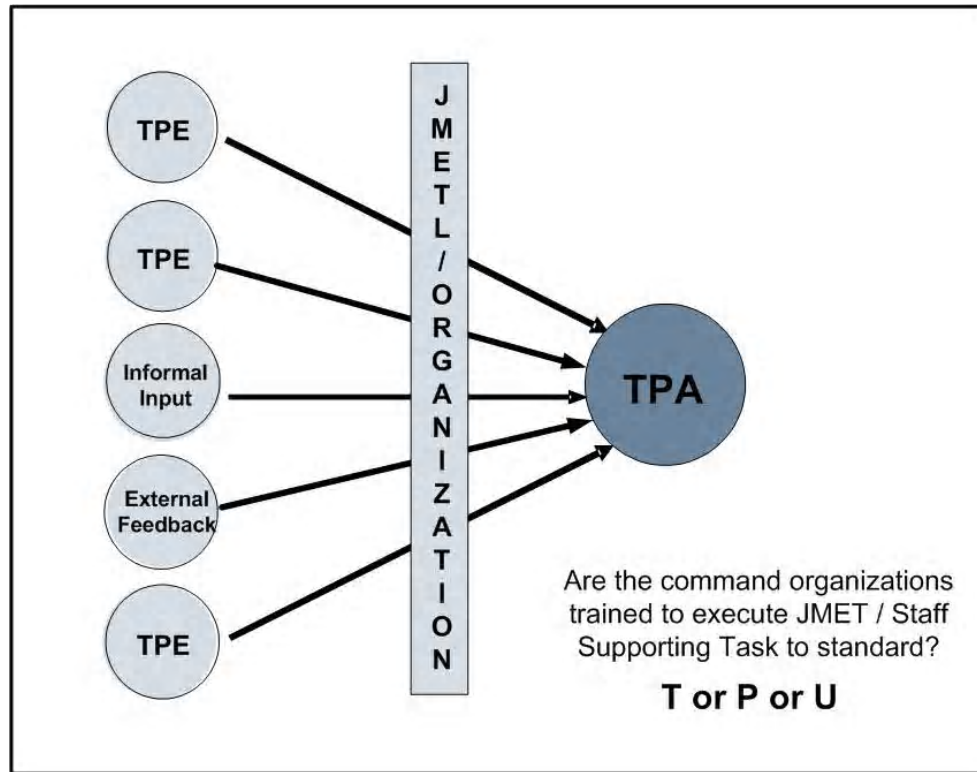
8 Figure F-6. Organizational TPA Development

10   c. Step 3. Analyze Observation, Issues and Lessons Learned.
11 Observations and potential issues and lessons learned were developed
12 during Phase III (Execution) and reporting stage of each training event.
13 During Phase IV (Assessment), the key observations, issues, and lessons
14 learned are collected and reviewed (Figure F-7). Observations are further
15 analyzed to determine validity as either an issue or lesson learned.
16 Issues are refined and categorized as either internal or external to the
17 command. Internal issues are assigned a subject matter expert
18 (SME)/OPR for issue resolution. Once assigned and resolved, the issue
19 may be documented as a lesson learned. External issues are
20 documented to identify deficiencies, possible causes, and impact on the
21 command's readiness. Lessons learned are maintained in the
22 appropriate database(s) for future reference. The lesson learned should
23 be fully documented to include the associated task, conditions, and
24 standards in order to assist others in determining applicability to their
25 particular operational situation. Finally, nominations for, or deletions
26 from, the CJCS HITI list are selected for consideration.

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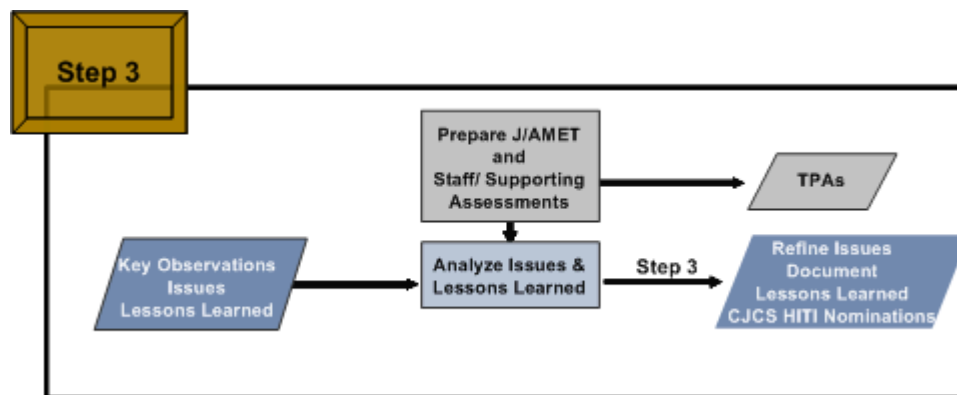
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4   Figure F-7. Step 3 - Analyze Observation, Issues and Lessons Learned
5
6   d. Step 4. Develop Mission Training Assessments. Based on the
7   JMET assessments, the training audience leader prepares the staff
8   recommendation on the command's training proficiency in performing its
9   missions (see Figure F-8). These assessments are reported in terms of a
10   demonstrated ability of assigned forces to perform the tasks comprising a
11   mission under the conditions and to the standards associated with the
12   commander's concept of operations. J/ATP Tab B/C/D displayed from
13   JTIMS outlines which J/AMETs support each mission, as identified in
14   DRRS. The following inputs support each decision: TPAs for all
15   J/AMETs and associated Staff Supporting Tasks supporting the mission,
16   relevant lessons learned, and issues that have an impact on the mission
17   and a standard for measurement. The Commander's/Director's
18   assessment plan should provide guidance on measurement standards,
19   priorities, and key considerations in making MTAs (Figure F-9). Once the
20   assessments are complete for each J/AMET and associated Staff
21   Supporting Task in JTIMS, the Commander/Director assesses the
22   collective TPAs for the J/AMETs linked to a specific mission, and assigns
23   an overall MTA of command proficiency for each mission being assessed.
24   This assessment is entered into JTIMS. JTIMS data includes all
25   J/AMETs and associated Staff Supporting Tasks required to accomplish
26   each assigned mission entered in Phase I (Requirements). Once these
27   assessments are entered into the working matrix and approved by the
28   Commander/Director in Step 5, they become the inputs to Tab D for
29   J/ATP development in the next cycle and are dynamically pushed to
30   DRRS.
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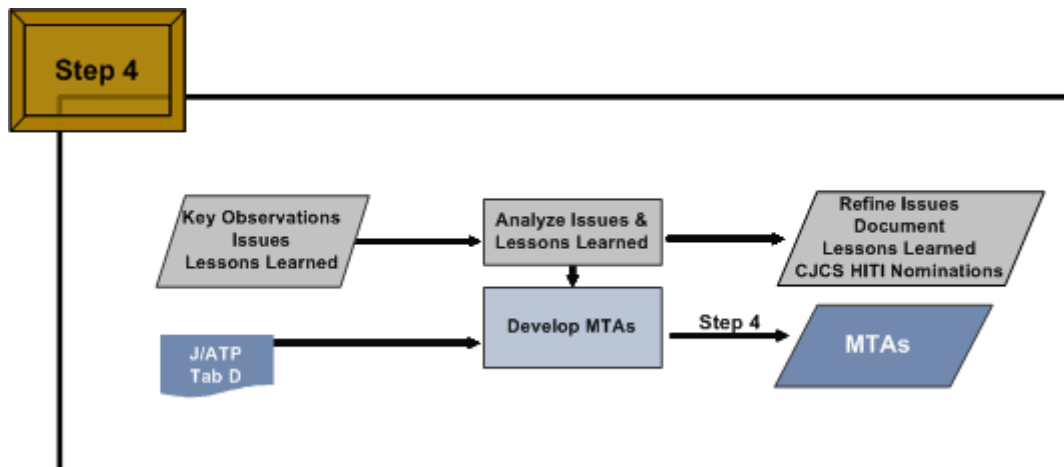
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3   Figure F-8.   MTA Development
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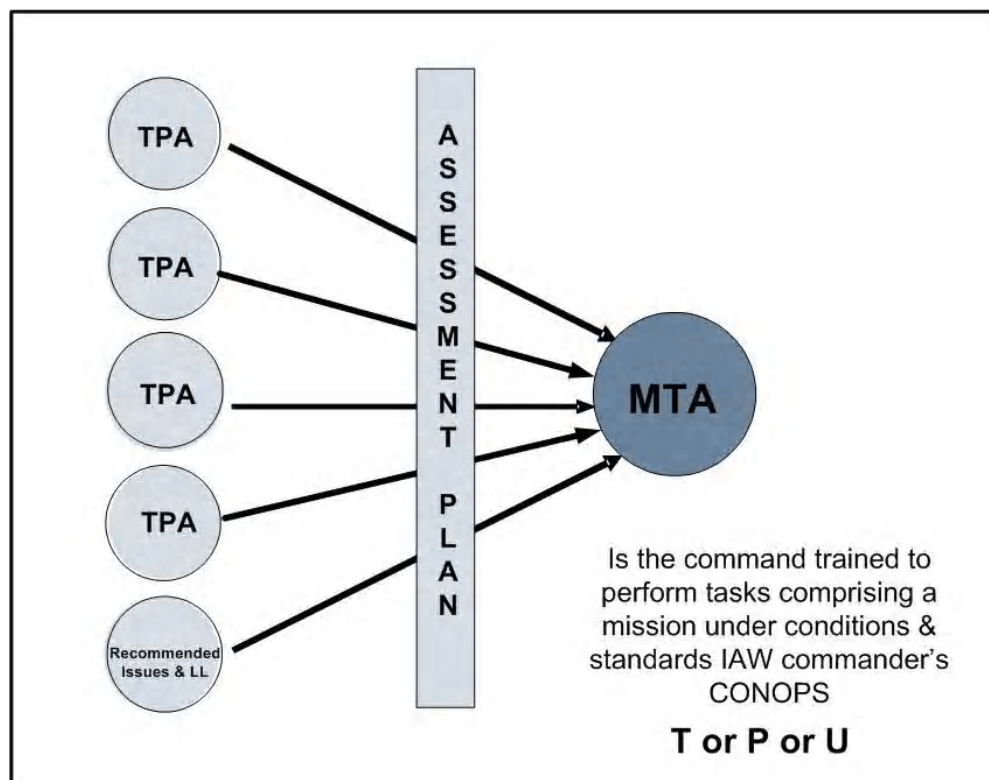
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7   Figure F-9. Mission Training Assessment Development
8
9   e. Step 5. Prepare Commander's/Director's Training Assessment
10   and Review for Approval and Publishing. Once all the assessments have
11   been completed, the staff prepares a recommendation for the
12   Commander/Director that includes the proposed TPAs and MTAs with
13   supporting documentation, refined issues, documented lessons learned,
14   CJCS HITI nominations, and possible inputs for the

1 Commander/Director training guidance for the next cycle. The
2 Commander approves or adjusts the staff recommendations and provides
3 more definitive guidance for the next training cycle.
4 Commander/Director decisions are then captured in JTIMS, which
5 include the approved assessments (TPAs, MTAs), command nominations
6 to the CJCS HITI program, lessons learned for inclusion in the JLLP
7 database (Note: the JLLP database will be on the Joint Lessons Learned
8 Information System (JLLIS) when it becomes operational), and issues for
9 external action. The Commander/Director training guidance (Tab A to
10 the J/ATP) outlines the objectives and plan for training the force during
11 the current and future training cycles. Most of the information
12 contained in TPAs/MTAs can be derived by answering three questions:
13 where have we been, where are we now and where are we going?
14 Drafting answers to these three questions, presenting them to the
15 Commander/Director, receiving feedback, and publishing the
16 assessment at the conclusion of the assessment phase is part of the
17 process supporting development of Tab A in the next JTP in JTIMS.
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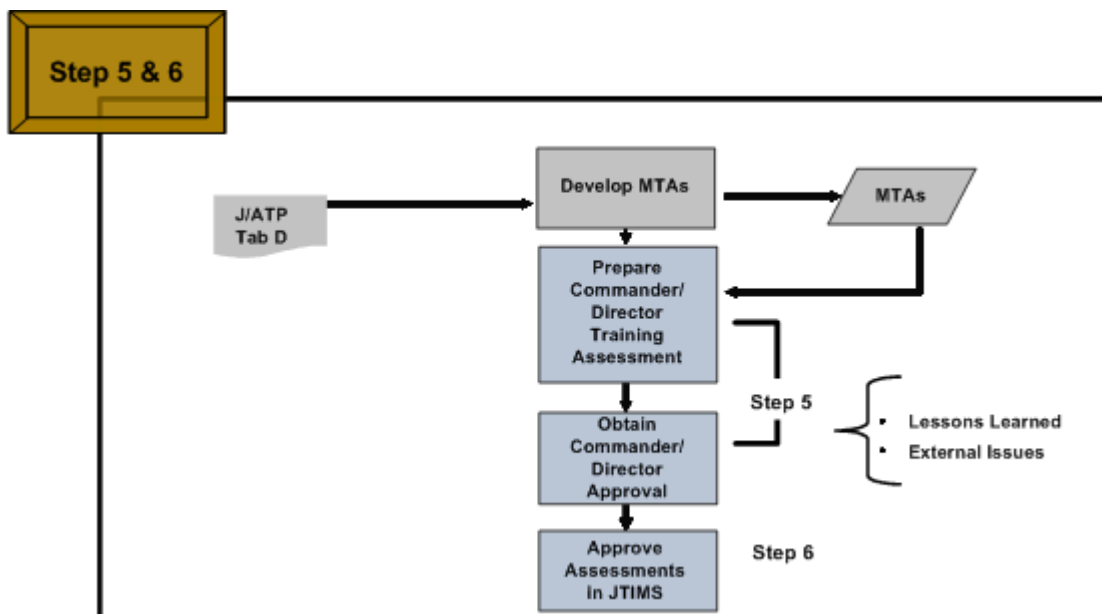
21 Figure F-10. Step 5 & 6 – Prepare Commander's Assessment for
22 Approval in JTIMS
23 6.   Products and Milestones. The JTS Assessment Phase generates
24 internal and external outputs (see Figure F-11).
25

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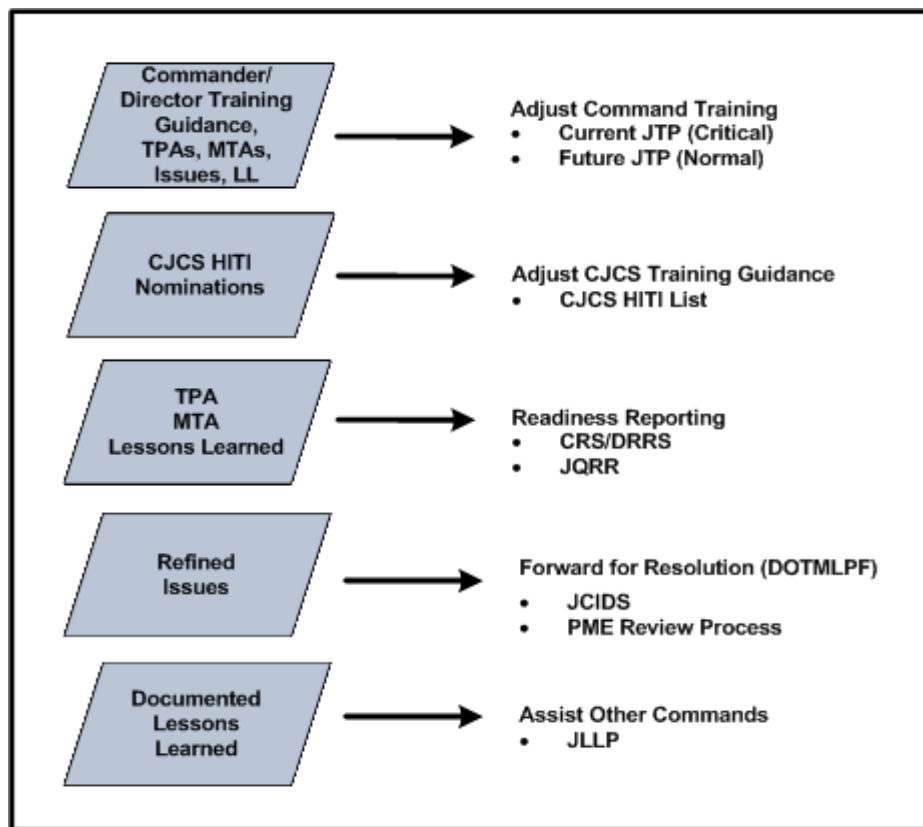
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4   Figure F-11. Assessment Products
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6   a. Internal Uses of Training Products. The training assessment
7 products are the primary tool the Commander/Director uses to improve
8 training proficiency. These products are used to make immediate
9 changes to the current J/ATP or for input into future J/ATPs.
10
11   (1) Adjust the Current Joint Training Plan. If, during the
12 evaluation of a joint training event, a deficiency or shortfall is deemed
13 critical to mission accomplishment, the commander may elect to revise
14 current training plans to correct the identified deficiency within the
15 current training cycle. Current training plan revision might have
16 significant short-term impacts on joint and Service training events that
17 are already planned.
18
19   (2) Input to Future Joint Training Plans. When commanders
20 determine that deficiencies can be corrected with the resources allocated,
21 they direct that assessment results be included in future training.
22 Commanders should focus their training resources and efforts on
23 J/AMETL tasks assessed "P" (partially trained) or "U" (untrained).
24 However, some tasks assessed as "T" (trained) may still be included as

1   valid requirements for future J/ATPs because of other factors such as
2   perishability or personnel turnover.
3
4   (3) <u>Input to Readiness Reporting</u>. J/AMET and associated Staff
5   Supporting Task TPAs are considered by task OPRs when conducting
6   DRRS assessments. They provide assessment data for Training in the
7   DRRS-specified resources of Personnel, Equipment, Supply, Training,
8   and Ordnance (PETSO).
9
10   b. External Uses of the Training Product. Joint training results are
11 made available to other users of training products (see Table F-1). The
12 outputs of training assessment can be integrated into many different
13 documents and can be used for short- or long-term issue resolution,
14 readiness reporting, or modifying training requirements. A potential user
15 would be the JLLP. The JLLP will eventually have a shared database
16 that will enable all organizations to realize the benefits of gathering,
17 analyzing, and archiving lessons learned to improve organization
18 preparedness and readiness for joint operations.
19
20   (1) Joint Quarterly Readiness Review. The JQRR is a key
21 component of the CJCS Readiness System (CRS) and is part of the
22 DRRS. This system measures and reports on the readiness of military
23 forces and the supporting infrastructure to meet missions and goals
24 assigned by the Secretary of Defense. Refer to reference h for
25 amplification of the directive. The CRS focuses on near-term (execution
26 and budget year) readiness issues. If a training strength or deficiency
27 reflects current joint readiness status, combatant commanders may
28 include the assessment in the JQRR.
29
30   (2) Joint Capabilities Integration and Development System
31 (JCIDS). JCIDS implements an integrated, collaborative process to guide
32 development of new capabilities through changes in joint DOTMLPF and
33 policy.
34
35   (3) Joint Doctrine Development Program (JDDP). This process
36 is used to develop, assess, and revise the current joint doctrine and
37 JTTP. The JDDP is discussed in detail in reference i.
38
39   (4) Professional Military Education (PME) Review Process.
40 Feedback on PME curricula currency, quality, and validity is available
41 through a variety of sources. The sources include the combined actions
42 of the individual colleges, conferences, Military Education Coordination
43 Council (MECC) meetings, and formal feedback systems used by the
44 various PME components.
45

1   Table F-1. Training Products Users Matrix
2

Process/ Product	Originated By	How Utilized	Reference
Issues	Combatant Commander	Inputs into the CJCS JQRR, and requirements development programs as well as internal combatant commander and Service issue resolution programs	N/A
JQRR	J-3	Primary CJCS assessment of readiness	CJCSI 3401.01
JCIDS	OSD, Joint Staff, Unified Commands, & Defense agencies	Recommendations to CJCS for input to CPR and CPA ⇒ OSD for DPG and programs	CJCSI 3170
JDDS	CJCS, combatant commanders, or Commander, JWFC	Develop and/or change joint doctrine	CJCSI 5120.02
PME Review Process	Military Education Coordination Council, PME feedback	Modify PME curricula dependent upon those issues reviewed	CJCSI 1800.01
JSPS	CJCS based on inputs from joint training/exercise results	CJCS reviews results for improving, revising, or deleting existing plans	CJCS MOP 7 (Revision 1)
JLLP	CJCS J-7	Forwards and monitors issues nominated by the Joint Lessons Learned Program into an established requirements development process.	CJCSI 3150.25
HITI	CJCS, via input from combatant commanders, CSAs, NGB, Joint Staff, and Service Chiefs	CJCS for inclusion in the CJTG for validation, review, and guidance on J/ATP development	CJCSI 3500.01
Joint Operational Concept Development Process	CJCS and Joint Staff	Provides guidance for joint concept development and synchronizes the efforts of the joint concept community in the DOD capabilities-based approach to transformation	JV2020 CJCSI 3010.02
JROC	Operational Concept Development	Submit a solution to an identified deficiency via a DOTMLPF Change Recommendation	CJCSI 3180.01

3
4   (5) Joint Center for Operational Analysis. The JCOA collects,
5 processes, analyzes, maintains, and distributes lessons learned; provides
6 analysis in support of the issue resolution process; and recommends
7 potential issues to the Joint Staff, J-7 for review and possible
8 incorporation into an issue resolution process.
9
10   (6) High Interest Training Issues. HITIs are SecDef and CJCS
11 special-interest items developed from all-source lessons learned,
12 readiness reports, operational assessments, and those issues that have
13 been corrected within the joint staff and require combatant command
14 validation.
15   (a) Commanders/Directors and joint training and exercise
16 planners should consider CJCS HITIs for special emphasis in the
17 upcoming training cycle. Moreover, each combatant command should

assess the prescribed HITIs in relation to its theater conditions as a key joint training readiness indicator.

(b) CJCS HITIs are published annually in the CJTG and developed from combatant command, CSA, Service, and Joint Staff inputs.

(7) Other Agencies. The training products identified in Table F-1 should be reported to other agencies requesting status reports. Inputs may also be included in the quarterly Readiness Report to Congress prepared by the Joint Staff. This type of assessment is generally only a reporting venue. However, defined issues requiring correction or validation generated from combatant command readiness assessments are transferred to the CJCS capability assessments programs for correction.

7. <u>Summary of Phase IV (Assessment)</u>. Assessment focuses on the organization's capability to accomplish its assigned missions. The Commander/Director applies subjective judgment to the aggregate of various objective data available. The assessment phase completes the joint training cycle, and begins the next cycle because it drives future training plans. Phase IV may also impact near-term training if critical shortcomings or deficiencies in a command's proficiency, or in overall joint procedures, are identified. Since the training aspect reflects an organization's mission capability, the JTIMS Assessment Phase data also provides input to DOD via DRRS, CJCS and combatant command readiness reporting systems. The main output of Phase IV is the Commander's/Director's assessment that will be used to develop Commander's/Director's guidance in Phase I (Requirements).

8. <u>Joint Training System Summary</u>. The JTS provides a systematic approach to training that identifies mission-based capability needs in the requirements phase; identifies and codifies prioritized training requirements in a JTP in the planning phase; conducts and evaluates cost-effective and efficient training in the execution phase; and gathers and analyzes the collective results of joint training in the assessment phase. The JTS is a cycle whose phases are being simultaneously conducted at any given time; JMETL is continuously refined, future planning is happening in the midst of execution, and assessments are being updated and reported. In short, the JTS represents an interlocking series of disciplined, logical, and repeatable processes that are designed to continuously improve joint training and readiness.

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2   APPENDIX A TO ENCLOSURE F
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4   JTIMS EXAMPLES TPO – TPE – TPA - MTA
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8   Figure F-A-1. TPO Example in JTIMS
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F-A-1

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4   Figure F-A-2. TPE Example in JTIMS
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Figure F-A-3. TPA Example in JTIMS

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4   Figure F-A-4. MTA Example in JTIMS
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ENCLOSURE G

INDIVIDUAL, STAFF, AND COLLECTIVE JOINT TRAINING

1.   Purpose. To describe the attributes of individual, staff and collective joint training programs that meet the direction provided in CJCS Vision for Joint Officer Development (reference j.), Strategic Plan for Transforming DOD Training (reference k), DOD Training Transformation Implementation Plan (T2IP) FY2006-2011 (reference l), DOD Directive 1322.18, Military Training (reference b), and CJCSI 3500.01, Joint Training Policy and Guidance for the Armed Forces of the United States (reference a).

2.   Joint Training as Part of a Joint Learning Continuum. Taken together, the CJCS Vision for Joint Officer Development (reference j) and DOD T2 IP (reference l) describe joint professional development as the product of a learning continuum (Figure G-1) that comprises interdependent supporting pillars of: individual training, education, experience, and self-development; staff training; and collective training. This enclosure describes the individual, staff and collective joint training pillars of the Joint Learning Continuum.

Joint Learning Continuum

Learning   Performing

| Education | Familiarization | Certification | Execution |

Individual Training

Individual Preparation ----→

Self Development

Joint Duty

Integrated and disciplined preparation to defined performance standards

Experience

Mission Ready

Staff Training

Joint Operations

Unit Training

Collective Preparation ----→

Collective Training

| Indoctrination | Qualification | Validation |

Time

Figure G-1. Joint Learning Continuum

3.   Joint Training. Reference a describes the types of joint training. For the purpose of this manual, joint training for combatant commands is described as follows:

a. Individual Joint Training. Instruction and applied exercises that prepare individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems. Individual joint training ensures that individuals know, are proficient in, and have the joint competencies and skills to apply joint doctrine and procedures necessary to accomplish assigned tasks to standard.

b. Staff Joint Training. Instruction and applied exercises that prepare a joint force command staff to effectively accomplish mission tasking. This can be further clarified as training which prepares individual staff members to operate as a cohesive staff or staff element (i.e., center, board, or cell operating within a joint force headquarters) to accomplish their Joint Mission Essential Tasks (JMETS), command-linked and staff supporting tasks to standard.

c. Collective Joint Training. Instruction and applied exercises that prepare a combatant commander and his staff, subordinate and supporting joint force commanders and staffs, and assigned forces to execute required strategic and operational tasks to standard.

4.   Individual, Staff and Collective Joint Training Events
. Application of the JTS methodology to the three joint training audience types (individual, staff and collective) requires an understanding of the key interrelationships between each. Approaches to develop and conduct joint training for joint training audiences could be thought of as sub-systems within the overall system, with the key interrelationships and focused application of the JTS phases discussed below. Complete explanation of the JTS processes to effect individual, staff and collective joint training are provided in appendices A, B and C to this enclosure.

5.   Joint Training Plan. Phase II processes' are similar for each training audience of a joint training program in that they first successively identify deficiencies in required capability that can be eliminated or mitigated through training and then set out to improve required capability through judicious application of training opportunity and resources. Once the training requirements are identified and training objectives are developed, joint training planners determine the most effective and efficient method(s), mode(s), and media to use in meeting those training objectives, design joint training events within existing resource constraints, and merge all three joint training

audiences into a viable schedule of supporting events to meet all identified training requirements and objectives. The final product of the JTS Phase II, the JTP, must be fully integrated and mutually supporting across all required individual, staff and collective joint training events to meet all identified training objectives. Application of the JTS Phase II processes in building a coherent JTP is depicted in Figure G-2.

Building the Joint Training Plan
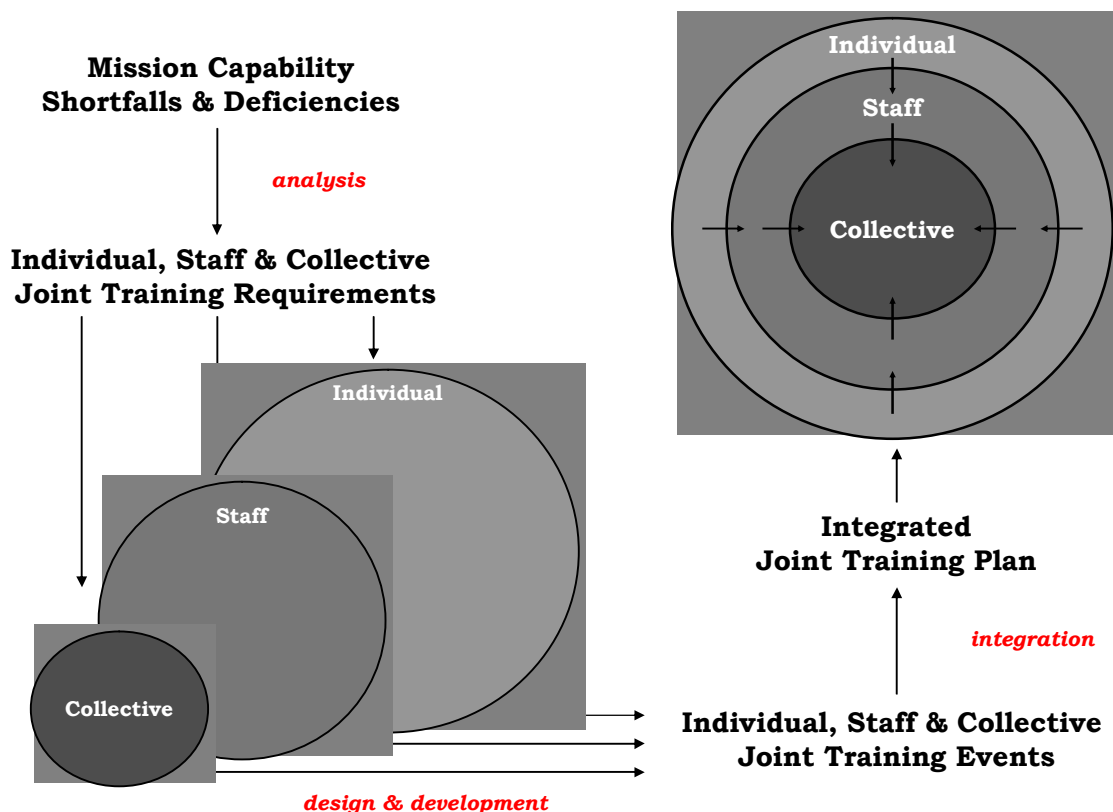
Figure G-2. Application of JTS Phase II – Plans

6.   <u>Assessment of Combatant Command Joint Training Readiness</u>.
Assessment of both current capability and training readiness is crucial to the organization's overall joint readiness assessment. All joint training events are evaluated to ascertain the level of performance of the training audience against objective task performance standards. Training is about preparing people to perform tasks. Individual task proficiency is the foundation for staff proficiency and collective capability. Likewise, individual joint training is the foundation for staff joint training and, in turn, the foundation for collective joint training. Training proficiency assessments developed using the training proficiency evaluations

completed in Phase III of the JTS can be viewed as building blocks in identifying individual, staff, and collective competence and then identifying the training element of mission readiness through mission training assessment. An expanded view of joint training readiness assessment as a critical element in joint readiness assessment is depicted below in Figure G-3.

Assessing Training Readiness
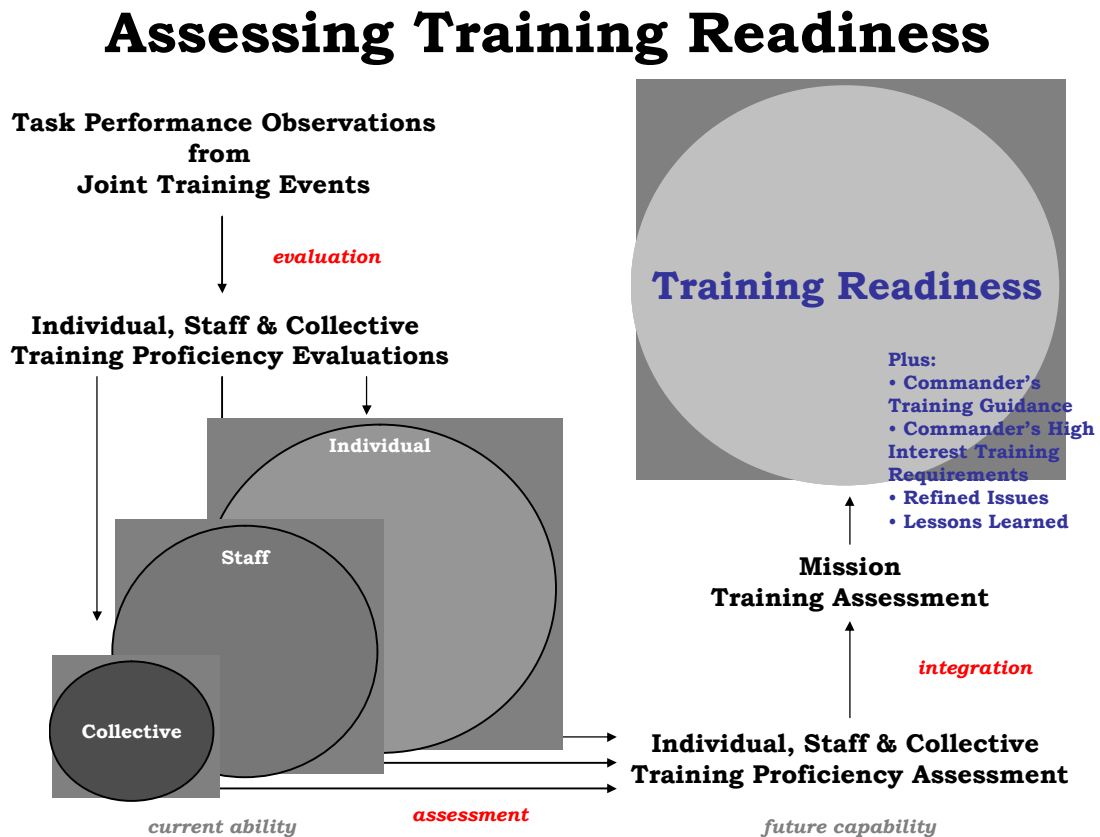
Figure G-3. Assessing Joint Training

7.   <u>Combatant Command Joint Training Support</u>. Joint training support personnel provide dedicated assistance in the design, development, management, scheduling and execution of individual, staff and collective joint training events and are a critical part of the overall command joint training program. The Joint Staff joint training support specialists and USJFCOM funded joint training event support personnel are located on-site in the combatant commands and are focused on functional area support in the development and management of the command joint training program; design, development, execution, and evaluation of joint training events, integration of interagency capabilities in preparation for integrated operations and the capture, analysis, and implementation of lessons learned.

8.   <u>Summary</u>. Joint training, as an interdependent supporting pillar of the joint learning continuum, places the emphasis on the training of individuals, staffs and collective joint organizations under a unified command using the organization's JMETL and the processes of the JTS. Joint training begins with qualifying the individual to perform assigned tasks on a joint staff, then qualifying the combatant command staff to execute strategic theater responsibilities as a joint team, and finally training the collective organization of commander and staff, subordinate joint force commanders and staffs, component commanders and staffs and units to integrate and synchronize ready combat and support forces to execute assigned missions. Meeting the training requirements developed from the identification and assessment of the organization's JMETL should be viewed as the minimum desired outcome of all joint training events. Organizations will be continually challenged to balance available training resources against the total training requirement and must consider and use innovative training strategies to train all their joint training audiences to required standards of performance.

"Do essential things first. There is not enough time for the commander to do everything. Each commander will have to determine wisely what is essential, and assign responsibilities for accomplishment. He should spend the remaining time on near essentials. This is especially true of training. Nonessentials should not take up time required for essentials."

General Bruce C. Clarke

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APPENDIX A TO ENCLOSURE G

INDIVIDUAL JOINT TRAINING

1.   Purpose. To describe the attributes of individual joint training events that meet the direction summarized in enclosure G. The focus of individual joint training is on preparing individuals to perform duties in joint organizations to standard (e.g., specific staff positions or functions performing joint tasks). The goal of individual joint training is to ensure that individuals are proficient in their assigned positions and have the joint competencies and skills to apply joint doctrine and procedures necessary to function as joint staff members to assist the combatant commander, and subordinate joint force commanders, in integrating and synchronizing joint forces to accomplish assigned missions. Individual joint training events include academics, exercises and combinations of the two training methodologies in order to qualify joint individuals to perform to standard on a joint staff.

2.   Individual Joint Training. T2 has focused on individual joint training needs of DOD personnel to ensure the presence of the right knowledge, skills, and abilities to perform essential tasks.[3] This objective logically leads to an individual having the "demonstrated ability" to "perform" assigned tasks. Ideally, further T2 initiatives could result in individuals being qualified for their assigned positions prior to joint assignment and/or real-world joint operations. The process of transforming DOD training to fully meet the capabilities required of combatant commanders to execute their assigned and anticipated missions begins with individual joint training.

Stated simply, individual joint training processes should include an assessment of an individual's competence compared to the performance requirements of the specific joint position; ideally before the individual is assigned to joint duty. This assessment should identify any shortfalls in the individual's competence. Then joint training should be provided resulting in an individual joint qualification for his/her assigned or to be assigned joint duty position. The current personnel assignment process

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[3] Office of the Under Secretary of Defense for Personnel and Readiness, Director, Readiness and Training Policy and Programs, Strategic Plan for Transforming DOD Training, May 8, 2006, p. ES-1.

does not prepare every individual for joint duty assignment prior to arrival at a joint duty station. Every effort, however, is made by the Services to best prepare every individual for their joint duty assignment with PME, JPME and, in some cases, specialized individual training. In support of the current personnel preparedness effort, combatant commands may need to establish more robust individual joint training programs to focus on command specific requirements for individual joint training. An example of the application of the JTS process to develop and manage individual joint training is summarized at Table G-A-1.

	Requirements	Plans	Execution	Assessment
I N P U T S	• Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN) • Higher HQs JMETL • Joint Doctrine • Commander/Director Guidance • UJTL/Service Task List	• Individual Assignment Positions • Individual Position Qualification Task List • Joint Doctrine / Joint Tactics, Techniques and Procedures (JTTP) • Standard Operating Procedures (SOPs) • Master Training Guides (MTGs) • Relevant Lessons Learned (LL) • Commander/Director Guidance • Individual Training Proficiency Assessment/MTA	• Individual Portion of the Joint Training Plan	• Individual TPEs

P R O C E S S E S	• From collective and staff processes, conduct Mission Analysis to identify capabilities required of individual positions based on organization mission(s), command plans and command assignment of mission responsibilities to (to include supporting tasks).
	• Identify relevant conditions affecting individual task performance
	• Identify task performance standards
	• Develop Individual Position Qualification Task List by aligning tasks to individual positions
		For Individual Training Events:
		• Assess Current Capability against Position Qualification Task List
		• Identify Capability Deficiencies
		• Identify Training Requirements with Tasks, Conditions, and Standards
		• Resulting training requirements generally fall into six elements or groups:
		  • Battlestaff or Joint Operations Center training
		  • Joint Capability Area training
		  • Functional Capability Area training
		  • Mandated recurring training
		  • Command/theater orientation training
		  • Information Management training
		• Develop Training Objectives (TO)
		• Determine Training Methods
		• Design Training Events/Schedule Resources
		• Develop/Publish Individual Portion of the Joint Training Plan
			For Individual Training Events:
			• Refine/Plan/Prepare / Conduct/ Evaluate Training Events
			• Develop/Capture Task Performance Observations (TPOs)
			• Review TPOs
			• Determine/Document Training Proficiency Evaluation (TPE) level
			  ○ T-Trained
			  ○ P-Partially Trained
			  ○ U-Untrained
			  ○ N-Not Observed
				For Individual Training Events: supervisors/instructors will:
				• Analyze TPEs from Phase III
				• Develop updated Individual Joint Competency through TPAs
				• Provide updated Individual Joint Performance Assessment to support broader MTA
				• Recommend Individual Joint Training Guidance to the commander
				• Determine and forward Lessons Learned
				• Identify and forward issues (DOTMLPF)

OUT-PUTS	• Individual Position Qualification Task List	• Individual Portion of the Joint Training Plan	• Individual TPEs	• Input to Commander's Training Guidance • Updated Individual Performance Assessment • Validated Lessons Learned • Defined Issues
				NOTE: Acronyms and definitions are listed in Glossary.

Table G-A-1. Individual Joint Training - Inputs, Processes, and Outputs

Appendix A
Enclosure G

1   a. Individual Joint Training Requirements.

2

3   Phase 1 (Requirements) (Table G-A-2) will determine the mission
4   capability requirements of the joint duty positions within an
5   organization's staff. This analysis is based on the output of the JTS
6   Requirements Phase: namely the command JMETL defined in terms of
7   tasks, conditions, standards, and organizations (T/C/S/O) and a
8   continued mission analysis to further refine mission capability
9   requirements down to individual staff duty positions.

10

	Requirements
I N P U T S	• Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN) • Higher HQs JMETL • Joint Doctrine • Commander/Director Guidance • UJTL/Service Task Lists
P R O C E S S E S	• From collective and staff processes, conduct mission analysis to identify capabilities required of individual positions based on organization mission(s), command plans and command assignment of mission responsibilities to (to include supporting tasks). • Identify relevant conditions affecting individual task performance • Identify task performance standards • Develop Individual Position Qualification Task List by aligning tasks to individual positions
O U T P U T S	• Individual Position Qualification Task List

11

12   Table G-A-2. Individual Joint Training Requirements

13

14   The output of the individual requirements phase is a list of individual
15   qualification tasks (Position Qualification Task List) to focus joint
16   training and preparation of individuals assigned to each joint staff
17   position.

18

19   b. Individual Portion of the Joint Training Plan.

20

1 The first process step of Phase II (Individual Portion of the Joint Training
2 Plan) (Table G-A-3) is to determine the qualification shortfalls of each
3 individual prior to assignment to or once assigned to a joint position.
4 This is accomplished by assessment of the individual's previous
5 education, training, experience and self-development against the
6 identified required capabilities necessary to effectively perform the tasks
7 inherent in the joint duty position using the Position Qualification Task
8 List derived in Phase I (Individual Requirements). Identified gaps and
9 deficiencies in the individual's current capability lead to the
10 determination of individual training requirements aimed at increasing
11 the individual's joint duty position qualification level and task
12 performance to established standards.
13
14 The resulting training tasks fall into six general areas or groups. Three
15 training areas make up a common foundation for individual joint training
16 when matched to a specific organization of assignment. These are
17 mandated recurring training, command and theater orientation training,
18 and information management training. Three other training areas
19 making up the remainder of individual joint training tasks are
20 specifically derived from the command JMETL (T/C/S/O) and position
21 analysis. These are Battle Staff or Joint Operation Center training, Joint
22 Capability Area (JCA) training, and Functional Capability Area training.
23 Further explanation of the six training areas follows:
24

25 • Recurring training mandated by directive (examples include
26 annual Rules of Engagement training, weapons training, etc.)

27 • Command and theater orientation training (examples include
28 NATO relationships (USEUCOM), AOR definition and mission,
29 Department of Homeland Security functions (CONUS), AOR Interagency
30 functions (OCONUS)).

31 • Information Management training (examples include Joint Staff
32 Action Processing training, Defense Collaboration Tool Suite (DCTS)
33 training, training on the use of the Joint Knowledge Development and
34 Distribution Capability (JKDDC), Joint Lessons Learned Information
35 System (JLLIS) training, Joint Training Information Management System
36 (JTIMS) training, etc),

37 • Battle Staff or Joint Operation Center training. Includes
38 Information Superiority, Logistics, Operations, and Planning and
39 associated tools such as Joint Operational Planning and Execution
40 System (JOPES), contingency planning, and crisis action planning.

41 • Joint Capability Area training. Examples include: Joint Force
42 Generation (JFG), Joint Force Management (JFM), Joint Homeland
43 Defense (JHD), Joint Global Deterrence (JGD), Joint Shaping (JS),

1 Defense Support to US Civil Authorities (SCA), Joint Stability Operations
2 (JST), Joint Irregular Operations (JIR), Joint Access & Access Denial
3 (JAD), Joint Land Operations (JLO), Joint Maritime/Littoral Operations
4 (JMO), Joint Air Operations (JAO), Joint Space Operations (JSO), Joint
5 Battlespace Awareness (JBA), Joint Command & Control (JC2), Joint
6 Net-Centric Operations (JNC), Joint Interagency/IGO/NGO Coordination
7 (JII), Joint Public Affairs Operations (JPA), Joint Information Operations
8 (JIO), Joint Protection (JP), Joint Logistics (JL).

9

10 • Functional Capability Area training. Examples include: Command
11 and Control (C2), Force Management (FM), Battlespace Awareness (BA),
12 Force Application (FA), Focused Logistics (FL), Force Protection (FP), Net-
13 Centric Operations (NC), and Joint Training (JT).

14

15 Using the Individual Position Qualification Task List, joint training tasks
16 can be identified and an individual portion of the Joint Training Plan can
17 be produced to facilitate increasing the individual's competencies in the
18 tasks that their joint duty position requires. Although there is one Joint
19 Training Plan for the command, the detailed breakout of individual joint
20 training by function or position better facilitates the management of
21 individual joint training and qualification. Ultimately, individual position
22 qualification task lists, the individual portion of the JTP, and experience
23 tracked through learning management systems will all serve to better
24 support training transformation goals and generation of joint force
25 commander required mission capabilities. The individual portion of the
26 JTP identifies the training required for the individual, training objectives
27 (TOs), the training events needed to satisfy those objectives, and
28 documents the scheduling of the resources required to conduct the
29 training events. Joint training events are developed by selecting the
30 most appropriate method(s), mode(s) and media to support
31 accomplishment of the required training objectives within the constraints
32 of available resources (see enclosure S for detailed discussion). Once the
33 individual portion of the JTP is developed and finalized, an individual
34 joint training schedule is built to coordinate the execution of the
35 individual joint training events and for integration into the command's
36 overall JTP.
37

	Plans
I N P U T S	• Individual Assignment Positions • Individual Position Qualification Task List • Joint Doctrine / Joint Tactics, Techniques and Procedures (JTTP) • Standard Operating Procedures (SOPs) • Master Training Guides (MTGs) • Relevant Lessons Learned (LL)

G-A-6

Plans		
	• Commander/Director Guidance • Individual Training Proficiency Assessment/Mission Training Assessment	

**P
R
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S**
	For Individual Training Events:
	• Assess Current Capability against Position Qualification Task List (T/C/S)
	• Identify Capability Deficiencies
	• Identify Training Requirements with Tasks, Conditions, and Standards
	• Resulting training requirements generally fall into six elements or groups:
	  • Battle Staff or Joint Operations Center training
	  • Joint Capability Area training
	  • Functional Capability Area training
	  • Mandated recurring training
	  • Command/theater orientation training
	  • Information Management training
	• Develop Training Objectives (TO)
	• Determine Training Method(s)/Mode(s)/Media
	• Design Training Events/Schedule Resources
	• Develop/Publish Individual Portion of the Joint Training Plan	

O U T P U T S	• Individual Portion of the Joint Training Plan	

1
2   G-A-3- Individual Portion of the Joint Training Plan
3
4   The individual portion of the JTP generally serves the training
5   requirements of two joint training audiences. The first training
6   requirement is the training of new arrivals in their command orientation
7   and indoctrination tasks and complete initial position qualification task
8   training. This training is commonly completed within the first 30-60
9   days on station followed by some periodic currency or proficiency
10   requirement. These training events are generally computer-based
11   distributed learning or traditional classroom type instruction. The
12   second broad individual joint training requirement is recurring training
13   for experienced command staff members. This second individual joint
14   training requirement is follow-on training conducted to further increase
15   individual staff member competencies in functional or job specific areas
16   and tasks and sustain the required level of proficiency. These follow-on
17   individual joint training audiences tend to be smaller audiences with
18   increased subject matter expert or supervisor instruction using small
19   group discussions, table top exercises, or computer supported
20   interaction. Examples include weekly one hour dedicated functional
21   training time periods or monthly command training days. Figure G-A-1

1 below presents a graphic depiction of building the individual portion of
2 the JTP.
3

Building the Joint Training Plan

**Mission Capability
Shortfalls & Deficiencies**

analysis

**Individual
Joint Training Requirements**

**Individual
Joint Training
Plan**

**Individual
Joint Training
Objectives**

**Individual
Joint Training Schedule**

integration

**Individual
Joint Training Events**

design & development
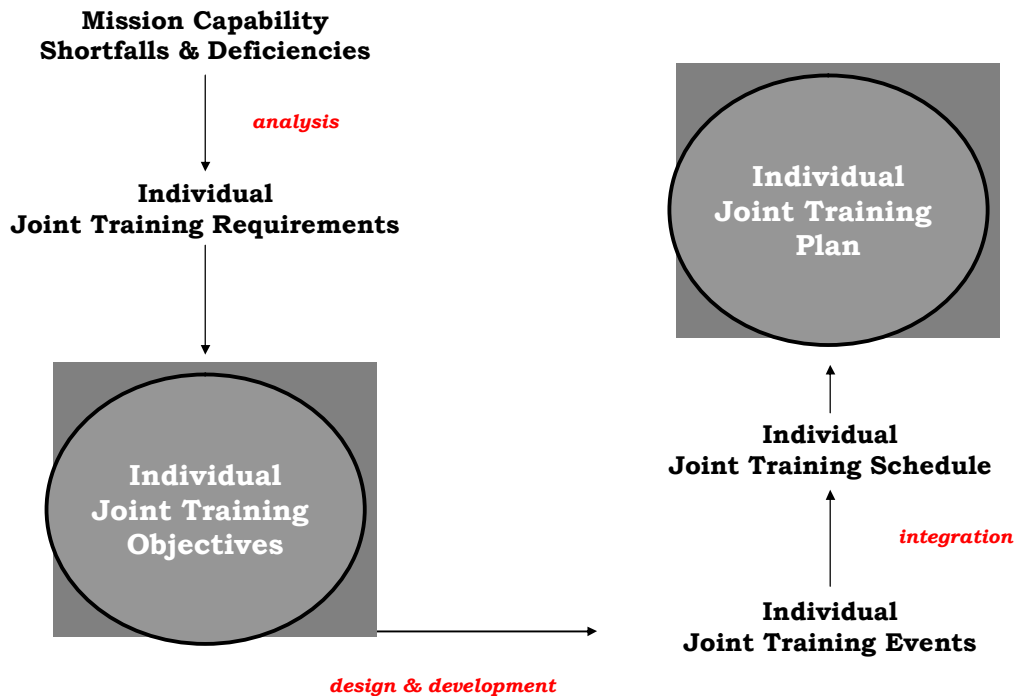
4
5
6 Figure G-A-1. Building the Individual Portion of the Joint Training Plan
7
8   c. Individual Joint Training Execution. Phase III (Execution) (Table
9 G-A-4) will execute the events in the individual portion of the JTP and
10 evaluate each individual's task performance relative to specified TOs
11 during the training events. The focus of the execution phase is executing
12 and evaluating each discreet joint training event in the individual portion
13 of the JTP. The activities of the Execution Phase of an individual joint
14 training event include the refinement of the design of the specific training
15 event identified previously in the planning phase, conducting execution
16 planning, finalizing event preparations, conducting the individual joint
17 training event, and evaluating individual task performance and
18 determining training proficiency.
19
20 During the individual training event, TPOs are captured with
21 performance feedback provided to the individual both throughout and
22 after completion of the training in the form of an after-action review
23 (AAR). TPEs are developed based on observations of each individual's

1 task performance. Potential lessons learned (LLs) are also identified
2 during this phase for further analysis and definition in the assessment
3 phase. The primary outputs of Phase III are the individual TPEs.
4 Organizations should document the individual training and qualification
5 of assigned personnel in an individual training report.
6

	Execution
I N P U T S	• Individual Portion of the Joint Training Plan

P R O C E S S E S	For Individual Training Events:
	• Refine/Plan/Prepare/ Conduct/ Evaluate Training Events
	• Develop/Capture Task Performance Observations (TPOs)
	• Review TPOs
	• Determine/Document Training Proficiency Evaluation (TPE) level
	   ○ T-Trained
	   ○ P-Partially Trained
	   ○ U-Untrained
	   ○ N-Not Observed

O U T P U T S	• Individual TPEs

7
8 Table G-A-4. Individual Joint Training Execution
9
10   d. Individual Joint Training Assessment. Phase IV, (Assessment)
11 (Table G-A-5) will assess to individual's joint competence, based on the
12 individual's ability to perform at the level required to meet the task
13 standard(s), for those mission tasks the individual is required to
14 accomplish. During Phase IV, the individual's supervisor will assess the
15 individual's training proficiency using the outputs from multiple training
16 events and real-world experiences. The assessments seek to answer the
17 question of whether or not the individual is competent to accomplish
18 specific tasks in support of his/her organization's assigned missions. If
19 the individual is assessed as proficient in the required tasks, the results
20 are recorded in the individual's training record and if not, remediation of
21 the applicable individual joint training is accomplished to correct any
22 shortfalls in individual performance and capability.
23

1

	Assessment
I N P U T S	• Individual TPEs
P R O C E S S E S	For Individual Joint Training: supervisors/instructors will: • Analyze TPEs from Phase III • Develop updated Individual Training Proficiency Assessment • Provide updated Individual Joint Performance Assessment to support broader MTA • Recommend Individual Joint Training Guidance to the commander • Determine and forward Lessons Learned • Identify and forward issues (DOTMLPF)
O U T P U T S	• Input to Commander's Training Guidance • Updated Individual Training Proficiency Assessment • Validated Lessons Learned • Defined Issues

2
3
4   Table G-A-5. Individual Joint Training Assessment
5
6 Figure G-A-2 below presents a graphic depiction of assessing individual
7 training readiness within the command's joint training program.
8

1

Assessing Training Readiness

**Task Performance Observations
from
Joint Training Events**

evaluation

**Individual
Training Proficiency Evaluation**

**Individual
Training Proficiency
Evaluations**

**Individual
Training Readiness**

Plus:
**• Commander's
Training Guidance**
**• Commander's High
Interest Training
Requirements**
• Refined Issues
• Lessons Learned

**Mission
Training Assessment**

integration

**Individual
Training Proficiency Assessment**

current ability

assessment

future capability

2
3
4
5

Figure G-A-2. Assessing Individual Training Readiness

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22 (INTENTIONALLY BLANK)
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1
2
3   APPENDIX B TO ENCLOSURE G
4
5   STAFF JOINT TRAINING
6
7   1.   Purpose. To describe the attributes of a combatant command staff
8   joint training program that meets the direction summarized in enclosure
9   G. The focus of staff joint training is on preparing individual staff
10   members to operate to standard as a cohesive joint staff or staff element
11   (i.e., center, board, or cell) operating within a joint command
12   headquarters.
13
14   2. Staff Joint Training. Staff joint training builds on the foundation of
15   individual joint training and individual joint staff member capabilities
16   and seeks to answer the question of whether or not the staff can perform
17   required missions and tasks to standards. Joint staff tasks are derived
18   from their organization's JMETs. A staff joint training event to perform
19   these tasks may be directly integrated into preparation for a larger
20   collective training event, or may be a separate joint force command
21   training event to develop, sustain or validate joint force command staff
22   capability to perform required joint tasks to standard. As with individual
23   joint training, the inputs, processes and outputs of staff joint training are
24   in consonance with the processes of the JTS and merely amplify those
25   processes through detailed application at the staff level of training.
26
27   The training audience for staff joint training is a group of individuals that
28   work as a team within a joint force command staff. Examples of these
29   groups include boards, bureaus, centers, cells and working groups,
30   hence forth referred to as a staff element (SE). Similar to individual joint
31   training, staff joint training processes should have an assessment of the
32   SE's or staff's current capabilities compared to the mission performance
33   requirements demanded of the staff. This assessment should identify
34   any deficiencies in required capability that can be eliminated or mitigated
35   through joint training. Once the staff training requirements are
36   identified and training objectives developed, then staff training events are
37   designed, planned, resourced, scheduled, executed, and the task
38   performance of the staff evaluated using the JTS. Due to the high
39   turnover (at least 30% annually) of individuals making up most joint
40   organizations, staff joint training is a recurring commitment that must be
41   continuously and effectively integrated into an organization's overall joint
42   training plan and joint training program.
43

1   a. Staff Joint Training Requirements. The staff portion of the
2   requirements identification process within the JTS (Table G-B-1)
3   determines the mission capability requirements attributable to the joint
4   staff and individual staff elements. This is a further refinement of the
5   JMETL with the associated conditions and standards down to the SE
6   level. The output of the staff and SE's requirements phase is a list of
7   JMETL and derived staff supporting tasks to focus training and
8   preparation of a given joint staff and staff elements.
9
10

	Requirements
I N P U T S	• Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN) • Higher HQs JMETL • Joint Doctrine • Commander/Director Guidance • UJTL/Service Task Lists
P R O C E S S E S	• From collective process, conduct mission analysis to identify capabilities required of the staff and staff elements based on organization mission(s), command plans and command assignment of mission responsibilities. • Identify staff supporting tasks • Identify relevant conditions affecting task performance • Identify task performance standards • Develop Staff and Staff Element Qualification Task List by aligning tasks to staffs
O U T P U T S	• Staff and Staff Element Qualification Task List

11
12   Table G-B-1. Staff Joint Training Requirements
13
14   b. Staff Portion of the Joint Training Plan. The staff portion of the
15   JTP (Table G-B-2) is developed by first determining the shortfalls of the
16   joint staff and individual staff elements by assessing their current
17   capability. This is accomplished by the collective analysis of past
18   performance of the staff and staff elements in execution of the required
19   tasks, under the specified conditions, and to the required standards of
20   performance stipulated by the joint commander coupled with analysis of
21   the education, training, and experience of the individuals making up the

1 staff. Identified gaps and deficiencies in current capability that can be
2 eliminated or mitigated through training are identified and used to focus
3 training efforts to improve the staff's performance.
4
5 While the resulting training requirements will fall into essentially the
6 same six areas discussed in individual joint training, the predominant
7 areas are Battle Staff or Joint Operation Center (JOC) operations, and
8 Functional or Joint Capability Area training (see Enclosure G, Appendix
9 A for description of these staff joint training areas).
10

Plans	
I N P U T S	• Staff and Staff Element Qualification Task List • Joint Doctrine • Standard Operating Procedures (SOPs) • Master Training Guides (MTGs) • Relevant Lessons Learned (LL) • Commander's/Director Guidance • Staff TPAs

P R O C E S S E S	For Staff Training Events:
	• Assess current staff capability
	• Review Commander/Director training guidance
	• Identify and define staff joint training requirements. Resulting training requirements generally predominately fall into these areas or groups:
	  • Battle Staff or Joint Operation Center training
	  • Functional Capability Area training
	  • Joint Capability Area training
	• Develop Training Objectives (TO)
	• Assess training support resources
	• Determine Training Method(s)/Mode(s)/Media
	• Design Staff Joint Training Events /Schedule Resources
	• Develop/Publish Staff Portion of the Joint Training Plan

O U T P U T S	• Staff Portion of the Joint Training Plan

11
12   Table G-B-2. Staff Portion of the Joint Training Plan
13
14 The staff joint training qualification tasks are used to build the staff
15 portion of the JTP. The staff portion of the JTP identifies the training
16 events needed to satisfy staff training objectives, and documents the
17 scheduling of the resources required to conduct the training events.
18 Finally, the various staff and SE joint training events are coordinated in
19 a staff joint training schedule to facilitate integration and coordination
20 into the command's JTP and joint training schedule (Figure G-B-1).
21

G-B-3

Appendix B
Enclosure G

Building the Joint Training Plan

**Mission Capability
Shortfalls & Deficiencies**

analysis

**Staff
Joint Training Requirements**

**Staff
Joint Training
Objectives**

**Staff
Joint Training
Plan**

**Staff
Joint Training Schedule**

integration

**Staff
Joint Training Events**

design & development
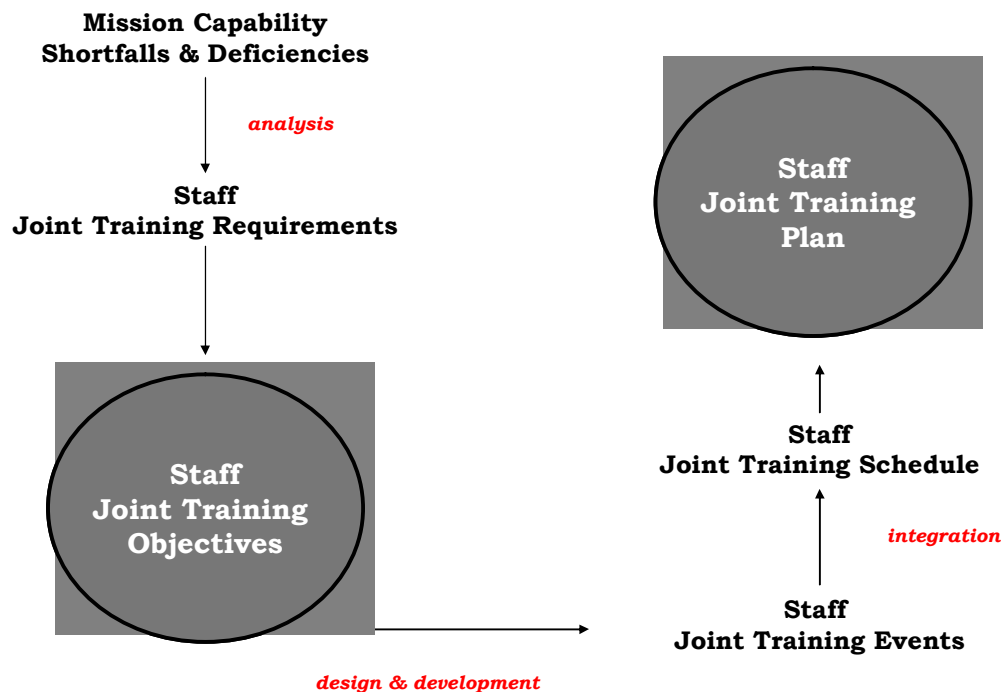
1
2
3   Figure   G-B-1   Building the Staff Portion of the Joint Training Plan
4
5   c.   Staff Joint Training Execution.   The purpose of executing the
6 staff portion of the JTP (Table G-B-3) is to conduct the planned staff joint
7 training and evaluate the performance of the staff as an entity relative to
8 specified training objectives.   The focus of the execution phase is refining
9 the planned staff joint training event (if required), conducting execution
10 planning, preparing for the staff joint training event, conducting the
11 training event, and evaluating the staff training audience performance in
12 the execution of required tasks to the defined performance standards.
13 This application of the JELC is carried out for each discreet staff joint
14 training event in the JTP.   The training events represent critical mediums
15 by which training and experience are advanced and elements of
16 capability are improved, evaluated and validated.   Events provide the
17 opportunity to build upon and sustain individual knowledge, skills,
18 abilities, attitudes.   They also serve as a performance evaluation medium
19 by providing an opportunity to identify training and education gaps and
20 deficiencies in abilities and attitudes required for task performance, and
21 feed readiness assessment of required mission capabilities.   As in
22 individual training, performance feedback is provided to the staff training

1 audience both throughout and after completion of the training in the
2 form of an after-action review (AAR).
3
4 Ideally, TPOs are captured and reviewed to assist in determining the
5 TPEs of the SE and the staff training audiences. Potential lessons
6 learned (LLs) are also identified during this phase. The outputs of Phase
7 III are staff TPEs, supporting the assessments in Phase IV, and training
8 event critiques, both of which provide event results as well as potential
9 issues and LL.
10

	Execution
I N P U T S	• Staff Portion of the Joint Training Plan

P R O C E S S E S	For Staff Training Events:
	 • Refine/Plan/Prepare/Conduct/Evaluate Academic Training Events
	 • Refine/Plan/Prepare/ Conduct/Evaluate Exercise Training Events
	 • Develop/Capture Task Performance Observations (TPOs)
	 • Review TPOs
	 • Determine/Document Training Proficiency Evaluation (TPE) level
	  ○ T-Trained
	  ○ P-Partially Trained
	  ○ U-Untrained
	  ○ N-Not Observed

O U T P U T S	• Staff TPEs

11
12   Table G-B-3. Staff Joint Training Execution
13
14   d. Staff Joint Training Assessment. The staff portion of the
15 assessment phase of the JTS (Table G-B-4) is designed to determine the
16 staff's joint competence, based on the ability of the individual staff
17 elements and staff as a whole to perform tasks to standard to meet the
18 joint force command's mission responsibilities. Assessment is usually a
19 commander's responsibility. During Phase IV, the commander assesses
20 the staff's training proficiency using the outputs from multiple training
21 events and real-world experiences. The assessments seek to answer the
22 question of whether the staff is competent to accomplish required tasks
23 to standards in support of the organization's assigned mission(s). The
24 results of the commander's assessment of staff performance and

Appendix B
Enclosure G

1 competence over a joint training cycle can identify areas of strength and
2 weakness in staff performance or processes that can be emphasized in
3 the next training cycle.
4

	Assessment
I N P U T S	• Staff TPEs
P R O C E S S E S	For Staff Training Events: • Analyze TPEs from Phase III • Develop updated Staff Training Proficiency Assessment • Document Staff TPA for further MTA • Recommend Staff Joint Training Guidance to Commander • Determine and forward Lessons Learned • Identify and forward issues (DOTMLPF)
O U T P U T S	• Input to Commander's Training Guidance • Updated Staff Training Proficiency Assessment • Validated Lessons Learned • Defined Issues

5
6   G-B-4 Staff Joint Training Assessment
7
8 Figure G-B-2 below presents a graphic depiction of assessing staff
9 training readiness within the command's joint training program.
10
11

1

Assessing Training Readiness

**Task Performance Observations
from
Joint Training Events**

evaluation

**Staff
Training Proficiency Evaluation**

**Staff
Training Proficiency
Evaluations**

**Staff
Training Readiness**

Plus:
**• Commander's
Training Guidance**
**• Commander's High
Interest Training
Requirements**
• Refined Issues
• Lessons Learned

**Mission
Training Assessment**

integration

**Staff
Training Proficiency Assessment**

current ability   *assessment*   *future capability*

2
3
4
5   Figure G-B-2 Assessing Staff Training Readiness
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7
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18
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21
22   (INTENTIONALLY BLANK)
23
24

APPENDIX C TO ENCLOSURE G

COLLECTIVE JOINT TRAINING

1. Purpose. To describe the attributes of joint force command collective joint training that meets the direction summarized in enclosure G. The focus of collective joint training is on preparing staffs from combatant commands and subordinate joint force commands including joint functional components (JFLCC, JFMCC, JFACC) to integrate and synchronize owned and provided capabilities under unified command to accomplish required strategic and operational tasks. The culminating event of individual, staff and collective joint training is often participation in a joint exercise in the Joint Exercise Program (JEP), the Chairman's Exercise Program (CEP) or the National Exercise Program (NEP). Military staffs and forces are expected to come to these culminating exercises trained and prepared. Effective individual, staff and collective joint training prior to these culminating exercises is required to ensure the combatant command staff, subordinate joint force command staffs, and functional components are adequately prepared and mission ready.

2. Discussion. Historically, collective joint training has been synonymous with large scale exercises. However, collective joint training is more than that. The JTS, (fully described in enclosures B, C, D, E and F) with its' inputs, processes and outputs, was designed to support organization *joint training programs* that encompass the full range of individual, staff and collective joint training events. Collective joint training is instruction and applied exercises that prepare an organizational team to complete required tasks as a unit. Collective joint training builds on the foundation of individual and staff joint training and develops the capability of combatant commands, their subordinate joint force commands, and functional components to integrate and synchronize forces in performance of required tasks to standards while working as part of a larger joint, interagency, intergovernmental or multinational team. Therefore the primary training audience for collective joint training is not the fielded forces (nor are fielded forces necessary for the collective training), but the senior commanders and their staffs responsible for the integration and synchronization of owned and provided mission capabilities. These strategic and operational tasks are derived from the combatant commander's mission responsibilities. A joint force commander's assessment of current capability against required mission capability identifies capability deficiencies and shortfalls. Further analysis of those identified deficiencies in capability serves to identify joint training requirements, establish priorities and forms the joint training focus for the next joint training cycles articulated in the Commander's Training Guidance section (Tab A) of the JTP.

1   3.   <u>Collective Joint Training Responsibilities</u>. Collective joint training involves
2   shared responsibilities exercised among combatant commands, subordinate
3   joint force commands, assigned components, other units and agencies and
4   training support organizations like USJFCOM. All combatant commanders are
5   responsible for the joint training of their assigned forces. Like all other
6   combatant commands, USJFCOM is responsible for the joint training of
7   assigned forces and has additional significant training related responsibilities
8   with their components which are the primary force providers for the supported
9   combatant commands. As the primary joint provider of staffs and forces to
10   other combatant commands, USJFCOM also conducts and directs mission
11   rehearsals, joint, functional and service sponsored training events focused on
12   joint doctrine to prepare individuals, staffs and units for joint, interagency and
13   multinational employment by supported combatant commanders. Additionally,
14   USJFCOM provides centralized joint training support to the other combatant
15   commands joint training programs and supports the rest of the joint training
16   community via the Joint National Training Capability (JNTC), Joint Knowledge
17   Development and Distribution Capability (JKDDC) and the Joint Warfighting
18   Center. (See Figure G-C-1, Training Relationships)
19
20

Training Relationships

23   Figure
24   G-C-1 Training Relationships
25
26

1
2   USJFCOM supported events for combatant commands are generally large scale
3   culminating joint exercises. However, the majority of combatant command
4   collective joint training will be conducted using only command resources. No
5   matter the scale of the collective joint training event, the five stage JELC
6   process (design, planning, preparation, execution, and analysis, evaluation,
7   and reporting, located in Enclosure E)) supports joint training plan execution
8   and effective accomplishment of required training events.
9
10 4.   Collective Joint Training. Collective joint training builds on the foundation
11 of individual and staff joint training. It centers on strategic and operational
12 joint tasks which are defined by strategic and operational timeframes, strategic
13 and operational planning, decision making by strategic and operational
14 commanders and staffs, and strategic and operational command and control.
15 Joint tasks requiring collective joint training to generate and sustain required
16 capabilities are derived from combatant command missions and joint doctrine
17 and critically focused by identification of JMETLs, command-linked and staff
18 supporting tasks. Collective joint training in these critical tasks is often
19 accomplished in preparation for a larger, culminating collective exercise event
20 having multiple exercise objectives. Significant challenges exist when
21 attempting to accomplish strategic and operational joint training objectives for
22 joint training audiences in large multi-echelon exercises with fielded forces and
23 conducted in a tactical timeframe.   As a general rule, collective joint training
24 does not require fielded forces supporting the training event in order to meet
25 the training objectives for the joint training audience. And, more importantly,
26 the training objectives and modalities of the differing joint strategic, operational
27 and tactical training audiences are not effectively blended into single collective
28 training events that efficiently meet the training requirements of each specific
29 training audience. The responsibilities of unified command are primarily
30 implemented through planning processes. Collective joint training, then, is
31 predominantly centered on strategic and operation planning tasks performed
32 by the combatant commander and his staff and subordinate and supporting
33 joint force commanders and staffs. The nature of the collective joint strategic
34 and operational tasks and joint training audiences is best suited to
35 accomplishment through plan development exercises and wargaming oriented
36 on strategic and operational timeframes and conditions. The ability of joint
37 force commanders and staffs to practice strategic and operational mission
38 tasks; develop and sustain abilities; coordinate, collaborate, analyze
39 alternatives; develop strategic and operational battle rhythms; and foster
40 improved decision making and unified command and control is the focus of
41 collective joint training.
42
43   a. Collective Joint Training Requirements. The JTS provides the
44 processes for identifying mission capability requirements resulting in the
45 determination of the combatant command's JMETL. Assessment of current

1   capability against required mission capability identifies any deficiencies and
2   shortfalls in required capability that then lead to identification of individual,
3   staff and collective joint training requirements. Collective joint training
4   requirements most often embody the highest order joint tasks to be performed
5   by a joint force commander and staff or a series of superior and subordinate or
6   supported and supporting joint force commanders and staffs.
7
8   b. Collective Portion of the Joint Training Plan._The command's JTP
9   ideally is made up of a series of individual and staff joint training events whose
10   task proficiency outcomes form the foundation for joint training encompassing
11   broader collective joint tasks and training audiences. Collective joint training
12   events are designed to effectively and efficiently match the training audience(s)
13   and training objectives with the most effective and efficient training method(s),
14   modes(s), and media to achieve and sustain improved performance in executing
15   mission tasks to defined standards. An objective of a command's joint training
16   program should be to craft the design and scheduling of required joint training
17   at the individual, staff and collective levels to coherently enable the building of
18   critical subsets of required capability culminating in the validation of the
19   broader set of required mission capabilities in collective joint training events
20   and joint exercises. Figure G-C-2 illustrates a recommended phased or
21   *building block approach* that initiates with individual joint training and
22   progressively transitions to staff and then collective joint training based on
23   identified mission capability requirements, joint training requirements derived
24   from assessment of current capability and effective training strategies to
25   mitigate assessed capability shortfalls and deficiencies.
26
27

Culmination Collective Events or Exercises*: Chairman's Exercise Program, Joint Exercise Program, or National Exercise Program events that serve to validate capabilities.
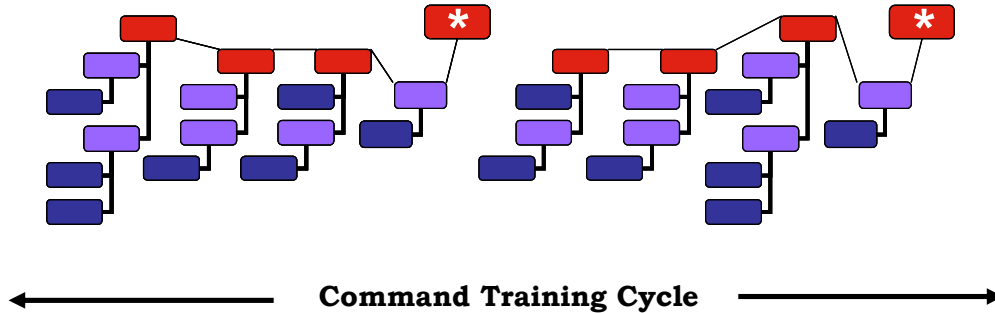
Command Training Cycle

Collective Joint Training Events: Instruction and applied exercises that prepare a combatant commander and staff and subordinate and supporting joint force commanders and staffs to execute required strategic and operational tasks.

Staff Joint Training Events: Instruction and applied exercises to prepare individual joint force command staff members to operate as a cohesive staff or staff element to accomplish their JMETs, command-linked tasks and staff supporting tasks to standard.

Individual Joint Training Events: Instruction and applied exercises to build, improve, and sustain the ability of individual joint force command members to perform assigned tasks to standard.

1
2
3   Figure G-C-2. Joint Training Program Methodology
4
5   As in the planning of individual and staff joint training events, the planning
6   and scheduling of collective joint training events must be coordinated and
7   efficiently integrated within the command's overall JTP and be based on
8   identified collective joint training requirements.
9
10

Building the Joint Training Plan

**Mission Capability
Shortfalls & Deficiencies**

analysis

**Collective
Joint Training Requirements**

**Collective
Joint Training
Plan**

**Collective
Joint Training
Objectives**

**Collective
Joint Training Schedule**

integration

**Collective
Joint Training Events**

design & development
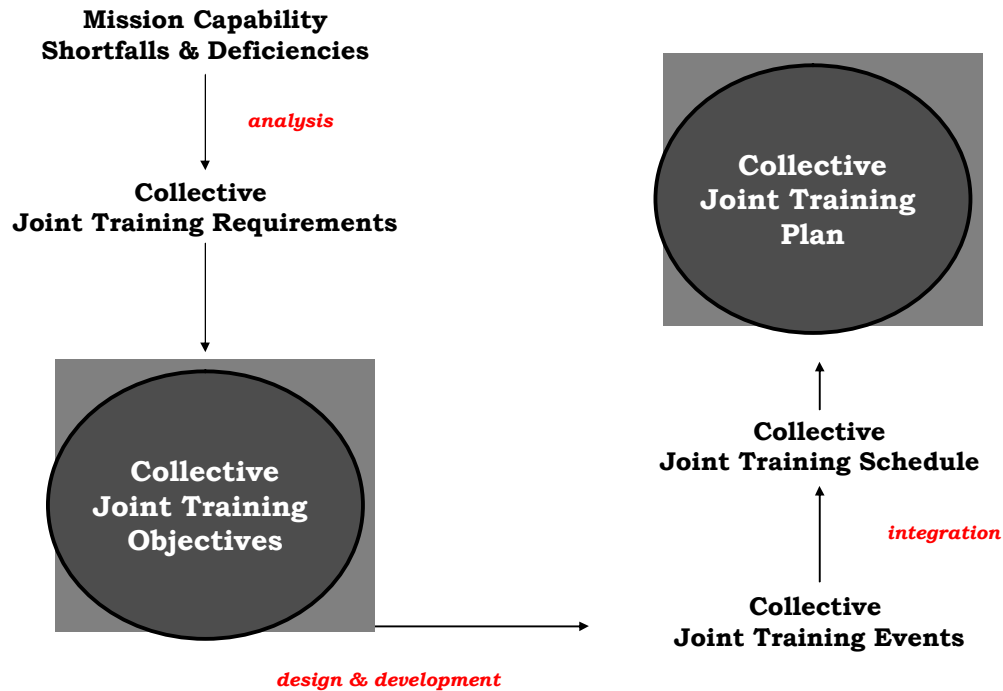
1
2
3 Figure G-C-3. Building the Collective Portion of the Joint Training Plan
4
5 c. Collective Joint Training Execution. The execution of collective joint
6 training events leading up to a collective culminating event and the training
7 proficiency evaluation of the required collective joint training audiences' task
8 performance provide the means for joint commanders to effectively assess the
9 training readiness of the joint force command against identified mission
10 capability requirements and standards of performance in executing mission
11 tasks. If designed and executed appropriately, culminating collective training
12 events and other major exercises can provide critical capability validation
13 opportunities to the joint commander and staff and further support mission
14 training assessment.
15
16 d. Collective Joint Training Assessment. The collective portion of the
17 assessment phase of the JTS is designed to determine the collective joint
18 competence, based on the ability of the joint force command headquarters and
19 subordinate and supporting joint force commands to perform required mission
20 tasks to standard to meet the joint force command's mission responsibilities.
21 During Phase IV, the joint force commander assesses the command training
22 proficiency using the outputs from multiple training events and real-world
23 experiences. The results of the commander's assessment of collective

1   performance and competence over a joint training cycle can identify areas of
2   strength and weakness in collective performance or command processes that
3   can be emphasized in the next training cycle. Figure G-C-4 below presents a
4   graphic depiction of assessing collective training readiness within the
5   command's joint training program.
6

Assessing Training Readiness

**Task Performance Observations
from
Joint Training Events**

evaluation

**Collective
Training Proficiency Evaluation**

**Collective
Training Proficiency
Evaluations**

**Collective
Training Readiness**

Plus:
• Commander's
Training Guidance
• Commander's High
Interest Training
Requirements
• Refined Issues
• Lessons Learned

**Mission
Training Assessment**

integration

**Collective
Training Proficiency Assessment**

current ability   *assessment*   *future capability*

7
8
9
10   Figure G-C-4 Assessing Collective Training Readiness
11
12
13
14

ENCLOSURE H

JOINT INDIVIDUAL LEARNING CONTENT CERTIFICATION PROCESS

1.   Purpose. To describe the Joint Individual Learning Content Certification Process, to include requirements, funding, development, certification, and life cycle management; to identify the responsibilities of the Joint Staff J-7, USJFCOM JWFC, combatant commands, Services, and CSAs.

2.   Scope. This process applies to all organizations with a requirement for or providing joint individual learning content.

3.   Responsibilities.

   a. Joint Staff, J-7. Provide policy oversight and recommendations to Office of the Under Secretary of Defense for Personnel and Readiness (OUSD (P&R)):

      (1) Arbitrate requirement and resource conflicts among individual Joint training stakeholders through the T2 governance and business processes. Enclosure P provides more detail on the T2 business process and who the primary and advisory members that govern funding and provide management oversight.

   b. USJFCOM JWFC:

      (1) Lead and manage the Joint individual learning content certification process.

      (2) Identify and review joint individual training requirements.

      (3) Certify joint individual learning content.

      (4) Enable access to joint individual learning content.

      (5) Manage the joint individual learning database.

      (6) Identify funding and management responsibility for the submitted joint individual learning content with the OPR.

   c. Combatant commands:

(1) Submit joint individual training requirements to USJFCOM JWFC, using the Content Requirement Submission Sheet (CRSS) form illustrated in Figure H-1.

(2) Collaborate with USJFCOM JWFC to identify potential funding sources for content development, media development and life cycle management for the submitted joint individual learning content.

(3) Collaborate with OPR during the development, certification, and life cycle management process.

(4) Submit any internally developed joint individual learning content for inclusion in the Certified Joint Individual Learning Content Database.

   d.   Services:

(1) Submit joint individual training requirements to USJFCOM JWFC.

(2) Collaborate with USJFCOM JWFC to identify potential funding sources for content development, media development and life cycle management for the submitted joint individual learning content.

(3) Collaborate with OPR during the development, certification, and life cycle management process.

(4) Submit any internally developed joint individual learning content for inclusion in the Certified Joint Individual Learning Content Database.

   e. Combat Support Agencies:

(1) Submit joint individual training requirements to USJFCOM JWFC.

(2) Collaborate with USJFCOM JWFC to identify potential funding sources for content development, media development and life cycle management for the submitted joint individual learning content.

(3) Collaborate with OPR during the development, certification, and life cycle management process. CSA subject matter expertise is essential to the development of joint learning content. Sponsorship and executive support to the OPR brings relevance and importance to the requirement for learning content development. (Note: DIA maintains Joint Individual Learning Content requirements in the Training Requirements Registry (TRR) within their Intelligence Education Center)

(4) Submit any internally developed joint individual learning content for inclusion in the Certified Joint Individual Learning Database.

4.   Joint Individual Learning Content Certification Process.

a. Requirements:

(1) Combatant commands, Services, and CSA's will identify joint individual learning content requirements and submit a CRSS to USJFCOM JWFC.

(2) USJFCOM JWFC will validate, analyze, prioritize, and provide a course of action to satisfy the individual joint training requirement.

b. Funding - In collaboration with the organization presenting the requirement, USJFCOM JWFC and Joint Staff J-7 will identify funding sources for content development, media development and life cycle management.

c. Development:

(1) The Lead Development Agent (LDA) will develop potential courses of action for USJFCOM JWFC review using handbooks in the MIL-HDBK-29612 series as a guide.

(2) The LDA will identify the appropriate standard for the selected media and demonstrate compliance with that standard. (For example, the standard for distributed learning is DODI 1322.26)

(3) The LDA will coordinate with and seek feedback from the certification team during the development process.

d. Certification:

(1) Organizations will submit documentation supporting the five certification criteria to the certification team (IAW the CRSS form in this enclosure) for new or existing training.

(2) Certification Criteria.

(a) Content must meet a joint training requirement.

(b) Content must not conflict with approved joint doctrine.

(c) Joint training objectives must link to current UJTL.

1   (d) Media must incorporate assessment of each trainee to track
2 achievement of the training objectives.
3
4   (e) Media must support content assessment as part of life cycle
5 management.
6
7   (3) The certification team will review the joint training material and
8 the CRSS and provide feedback as required.
9
10   (4) The USJFCOM JWFC certification team will enter all certified
11 training into the Certified Joint Individual Learning Database and notify the
12 LDA.
13
14
15   e. Life Cycle Management:
16
17   (1) Training customers will identify and access Joint training through
18 the Certified Joint Individual Learning Database.
19
20   (2) Training providers will track and report proficiency and completion
21 data to USJFCOM JWFC.
22
23   (3) The OPR for the training is responsible for notifying USJFCOM
24 JWFC of content changes to incorporate feedback from execution and joint
25 doctrinal changes; USJFCOM will incorporate changes to content.
26
27   (4) USJFCOM JWFC certification team will periodically audit all
28 content in the Certified Joint Individual Learning Database to validate
29 certification and will report the results to the Joint training community.
30
31   (5) The OPR can request removal of content from the Certified Joint
32 Individual Learning Database. USJFCOM JWFC will evaluate the impact of
33 removal and report that impact to the Joint training community.

JKDDC KM Content Requirement Submission Sheet (CRSS)		
	Requirement Control #	*Assigned by JKDDC KM*
	Date/Time Submitted	*Assigned by JKDDC KM*
	Date/Time Reviewed	*Assigned by JKDDC KM*
1	**Stakeholder Sponsor / Office of Primary Responsibility (OPR)**	NORTHCOM, SOUTHCOM, SOCOM, CENTCOM, TRANSCOM, PACOM, STRATCOM, EUCOM, JFCOM, USFK, NGB, Navy, Air Force, Marine Corps, Army, Coast Guard, OSD NII, OSD P&R, JS J7, NDU, DTRA, DISA, DCMA, NSA, DIA, DLA, NGA
2	**GOFO/SES Endorsement** (Endorsement signifies a valid Command requirement and commitment to provide resources as required. (i.e SMEs, etc.)	Name DSN / Phone Email
3	**Primary POC** (Which individual will coordinate the provision of content and scheduling of SMEs?)	Name DSN / Phone Email
4	**Secondary POC** (If the primary POC is not available, who can we contact?)	Name DSN / Phone Email
5	**Subject Matter Expert(s) (SMEs)** (List the name, phone numbers, and email address of any known SME(s).)	Name DSN / Phone Email
6	**Title**	
7	**Submission Type**	Pick one: New, Update to existing requirement
8	**Requirement Description** (Statement of the intention of the requirement. What is the purpose? What will the learner know or be able to do once he/she has completed the content? Who is the intended audience? This statement equates to a Terminal Learning Objective.)	

H-5

	JKDDC KM Content Requirement Submission Sheet (CRSS)	
	Requirement Control #	*Assigned by JKDDC KM*
9	**What is the origin of the requirement?** (e.g., Exercise, Shortfall, Mission Need, Lessons Learned, etc.)	
10	**Which combatant command Mission Essential Task(s) (METs) does this requirement support?**	
11	**Which approved Universal Joint Task List (UJTL) task(s) does this requirement support?**	
12	**What are the Joint Doctrine references?**	
13	**How will this improve joint readiness?**	
14	**What Training Transformation (T2) Strategic Plan initiative does this requirement support?**	Pick one: irregular warfare, stability, security, transition, and reconstruction operations; combating Weapons of Mass Destruction (WMD), Ballistic Missile Defense (BMD), Information Operations (IO), Common Operational Picture (COP), Special Operations (SO), Homeland Defense; Global Strike; shaping operations; urban operations; logistics; AOR-specific training; other
15	**What joint billets does this content support? (Refer to the Joint Manning Document (JMD))**	
16	**Provide a risk assessment.** (What is the result if the requirement is not met?)	
17	**What are the enabling objectives?** (What lessons/topics will be presented in the course to support the purpose statement? What are the key take-aways?)	
18	**Target Audience Access** (How many users will access this content on an annual basis (estimated)?)	Pick one: 1-50, 51-100, 101-150, 151-200, 201-250, 251-300, 301-350, 351-400, >400, Other (indicate number)

1
2
3   Figure H-1. JKDDC KM Content Requirement Submission Sheet (CRSS)
4

ENCLOSURE I

JOINT EXERCISE PLANNING GUIDANCE

1. General. Joint exercises serve a multitude of purposes -- from joint training, concept analysis, doctrine validation, and verification of SCPs. This Enclosure establishes the management of joint training events and evaluation through the publication of the joint exercise directive. JTIMS software contains templates to assist commands in developing and publishing joint exercise directives and a collection management plan. The information in JTIMS may be supplemented with additional directives from the supported command to amplify execution instructions.

2. Purpose. This Enclosure establishes common descriptions and formats for the joint exercise directive. These formats provide the joint training event participants information concerning the planning and conduct of the event. Many of the support and technical plans are attached to the joint exercise directive. Selected portions of the directive become key components of the Exercise Director's Handbook.

    a. The Joint Exercise Directive. Provides information to joint exercise participants on the exercises goals, objectives and conduct.

    b. Collection Management Plan. Developed in the joint exercise preparation phase and serves as the guide for the AAR collection effort. It is based on the supported commander's JMETL-derived training objectives and includes tasks, responsibilities, and training required to support the collection and evaluation requirements of the joint exercise AAR.

3. Joint Exercise Directive Sample Format. (Note: This example is for a computer-assisted event and should be tailored to the specific training event.)

    a. Description. The joint exercise directive is organized and constructed along the line of a joint operations plan.

b. Format

(1) Cover Page. Command, joint exercise name, date of publication, highest classification.

(2) Record of Changes

(3) Plan Summary. The plan summary contains the following:

(a) Purpose

(b) Conditions for implementation

(c) Operations to be conducted

(d) Key assumptions

(e) Joint exercise constraints

(f) Joint exercise time line

(g) Command relationships

(h) Logistic appraisal

(i) Personnel appraisal

(j) Consolidated listing and impact assessment of shortfalls and limiting factors

(4) Security Instructions and Classification Guidance

(5) Table of Contents and List of Effective Pages

(6) Basic Plan

(a) Situation - General. Includes the sponsoring combatant command or CJCS authority, training audience(s), purpose, tasked units, and exercise overview.

(b) Area of Concern. Describes the joint training event "play box."

(c) Deterrent Options. Discussion of possible actions that might preclude combat operations if applicable.

(d) Enemy Forces. Type and nature of opposition forces. References the scenario background in the exercise background in the appropriate annex to the joint exercise directive.

(e) Friendly Forces. Includes all units and their command relationships. Includes supporting combatant commands and relationships. Augmentee and liaison-tasked units are also identified.

(f) Assumptions. List all assumptions that were made relevant to the scenario and lead-in actions.

(g) Legal Considerations. Describes all considerations, both real-world and scenario-relevant to the joint training event, scenario, and participants.

(h) Joint Exercise Objectives. Separate paragraphs to discuss combatant command, task organization, and supporting command joint exercise objectives. These joint exercise objectives may or may not be directly related to training objectives.

(i) Training Objectives. Separate paragraphs to state all training objectives by source and UJTL (JMETL) references.

(7) Mission. Full mission statement, task and purpose. Includes the who, what, where, when, why, and how (relevant doctrine and SOP).

(8) Execution

(a) Concept of Operations. Summary of organization and responsibilities to accomplish the stated mission. Joint exercise phasing is included (if applicable). Identifies the model and/or simulation and what will be simulated.

(b) Tasks. Joint exercise development and execution tasks are described for all participating and supporting units and/or agencies.

(9) Administration and Logistics. References the logistics support annex and all other support annexes.

(10) Command and Control. Physical locations of the command and control and/or headquarters structure. Reference to the communications support annex.

c. Annexes, as required (examples follow):

1
2   (1) Annex A, Task Organization
3   (2) Annex B, Intelligence
4   (3) Annex C, Operations
5   (4) Annex D, Logistics
6   (5) Annex E, Personnel
7   (6) Annex F, Public Affairs
8   (7) Annex G, AAR Collection Management Plan
9   (8) Annex H, Environmental Services
10   (9) Annex J, Command Relationships
11   (10) Annex K, Command, Control, and Communications
12   (11) Annex L, Operations Security
13   (12) Annex M, Geospatial Information and Services
14   (13) Annex Q, Medical Services
15   (14) Annex S, Joint Visitor Operations
16   (15) Annex U, Reports
17   (16) Annex V, Space Operations
18   (17) Annex X, Execution Checklist and Milestones
19   (18) Annex Y, Definitions and Glossary
20   (19) Annex Z, Distribution
21
22

1

2 ENCLOSURE J

3

4 JOINT EVENT PLANNING MILESTONES

5

6 The following items represent the major events, milestones, products, and
7 services associated with joint event support beginning with a concept
8 development conference and ending with evaluation and reporting stage
9 deliverables. The OPR is listed to the right of the task or event. The sequence
10 below in Table J-1 can be found in reference m and generally follows the JELC
11 cycle in Enclosure E of this manual. The sequence should be used as a guide
12 and may be tailored to meet the specific needs of the combatant commands.
13 Some variations may exist in terminology and execution among the combatant
14 commands.
15

Days Before E-Day	Event	OPR
E-270-220	INITIAL PLANNING • Review lessons learned	All
	• Develop concept and objectives	Sponsoring combatant commander
	• Develop force list	Sponsoring combatant commander
	• Review JMETLs	All
	• Provide inputs to sponsoring combatant commander on concepts, objectives, JMETLs, and forces	Supporting combatant commander
	• Initiate TPFDD	Sponsoring combatant commander
	• Develop exercise budget and update cost information in JTIMS	Sponsoring combatant commander
T-220	EXERCISE DEVELOPMENT • Conduct Initial Planning Conference (IPC) teleconference	Sponsoring combatant commander
	• Establish Newsgroup	Sponsoring combatant commander
	• Determine JOPES training requirements	All
	• Establish Global Command and Control (GCCS) training requirements	Sponsoring combatant commander
	• Finalize concept and objectives	Sponsoring combatant commander

J-1

Days Before E-Day	Event	OPR
	• Enter Sponsoring Combatant Command requirements into Exercise TPFDD • Network Exercise TPFDD • Update exercise budget and cost information in JTIMS	Sponsoring combatant commander Sponsoring combatant commander
E-180	TPFDD DEVELOPMENT • Source force requirements in TPFDD file • Initial transportation feasibility and cost estimates • Initial unit equipment lists for sealift • Publish C-Day/L-Hour for exercise	Supporting command USTRANSCOM Supporting command Sponsoring combatant commander
E-150-120	• Conduct Mid-Planning Conference • TPFDD adjustments to match budget, forces, and transportation availability • Identify potential commercial airlift requirements • Transportation mission support force requirements entered into TPFDD • Build redeployment TPFDD	Sponsoring combatant commander All Sponsoring combatant commander USTRANSCOM Sponsoring combatant commander
T-130	• Final unit equipment lists to SDDC	Sponsoring combatant Command
E-100-90	TRANSPORTATION REFINEMENT • Complete redeployment TPFDD • Ensure deployment and redeployment TPFDD files are free of fatal errors	Sponsoring combatant commander Sponsoring combatant commander
T-60	• Supported command validates sealift requirements for employment/redeployment to USTRANSCOM	Supported Combatant Commander
T-85	• Conduct Final Planning Conference	Sponsoring combatant commander
T-60	• Supported command validates airlift requirements to USTRANSCOM	Sponsoring combatant commander
T-50 – T-31	• Provide aircraft load plans to AMC cargo. Begin initial airlift planning.	Units shipping cargo

Days Before E-Day	Event	OPR
T-50 T-14	• Refine and source transportation mission support requirements • USTRANSCOM publishes CTP messages	USTRANSCOM USTRANSCOM
E-21 – E-14	• TRANSPORTATION SCHEDULING. Sealift and airlift schedules entered into JOPES	USTRANSCOM
E-00	• Exercise starts with deployment of first ship or plane load	USTRANSCOM

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2   Table J-1. Major Events, Milestones, Products, and Services

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1   ENCLOSURE K
2
3   JOINT TRAINING PLAN FORMAT
4
5   1. Purpose. During Phase II, Plans, of the JTS, combatant
6   commands identify the training requirements for the forces and staffs
7   assigned/apportioned, the command training goals, and the plans for
8   achieving those goals. The information is incorporated in the combatant
9   command JTP (see Figure K-1). This Enclosure provides a suggested
10 format for and a description of the contents that are included in JTP
11 development using the roadmap described in Enclosure D.
12
13 NOTE: The formats for JTIMS reports will vary in some cases from
14 formats suggested in this appendix.
15
16 2. Format. The basis for joint training is the command's JMETL
17 developed using the processes of the requirements phase of the JTS and
18 input through the JMETL development tool in DRRS. Once the JMETL is
19 identified and an assessment of current capability is made, specific
20 products related to training are developed during the next phase, the
21 plans phase of the JTS in JTIMS. These products include: joint training
22 requirements, the Combatant Commander's/Director's training
23 guidance, a matrix of the refined JMETL versus missions (or mission-
24 capability matrix), a JMETL assessment matrix derived from the
25 assessment phase during the last training cycle, a training objectives
26 versus training audience report, a summary of events required to
27 support the training, and a time line of these events by training
28 audience. These products are consolidated and documented in the
29 combatant command/CSA J/ATP.
30
31 3. Reporting. Geographic combatant commands are required to
32 publish their JTPs in JTIMS by 15 March annually. Functional
33 combatant commands will publish the same information by 15 May
34 annually and USJFCOM and CSAs will publish the same information in
35 JTIMS by 15 July annually. Geographic commands will share
36 appropriate information contained in their JTPs with their components
37 and functional commands via JTIMS and IAW their distribution policy.
38 Once J/ATPs are published in JTIMS, they are accessible to the joint
39 training community and may be reviewed via the JTIMS home page.
40
41 4. Cycle. The J/ATP will address the joint training requirements
42 within a four year cycle. For example, the JTP published in JTIMS in
43 March 2007 will address the execution year FY 2008 programming for FY

1 2009 and joint training requirements for two planning years 2010 and
2 2011 in this example.
3
4 Note: Training requirements not identified within the J/ATP will not be
5 CJCS-funded. The JTP will list required forces in detail for at least the
6 first year of the 4-year planning cycle. Adjustments on a case-by-case
7 basis will be addressed through change requests by the supported
8 command.
9
10 5. Summary. The combatant command/CSA J/ATP documents joint
11 training requirements, Commander/Director training guidance, joint
12 training events, and schedules, identifies and prioritizes training
13 resource requirements. It also provides the Service components
14 guidance on developing their supporting training plans to include
15 interoperability guidance required for supported combatant commander
16 missions.
17
18   SAMPLE
19

Cover Page	Table of Contents
Headquarters	Commander/Director Training Guidance ....Tab A
	Mission Capability Matrix...Tab B
XXXXXXXXX	Joint/Agency Mission Essential Task
Command / Agency	J/AMETL...Tab C
(EMBLEM)	Assessment Matrix ....Tab D
	Training Objective/Training Audience
USXXXX	/Methods Matrix ....Tab E
	Event Summaries ....Tab F
Joint Training Plan	Time Line .... Tab G
FY 07 - 11	Interoperability Requirements / High Interest
	Training Requirements .... Tab H
	Distribution..Tab I

20
21
22   FigureK-1. Sample of Cover Page & Table of Contents
23
24

APPENDIX A TO ENCLOSURE K

JOINT TRAINING MANUAL TAB A COMMANDER'S TRAINING GUIDANCE

NOTE: The Commander's/Director's training guidance is a concise narrative describing the focus and objectives of the plan. It outlines the combatant command/CSA plan for training the individuals, staffs and components to execute assigned missions and assessing the results in order to attain and maintain a high state of joint readiness. Possible topics are identified. Other topics may be included as deemed appropriate by the Commander/Director.

1.   Purpose. State the purpose of this training guidance and the intended audience to which it applies. (Example: This training guidance for FY XX-XX provides goals, priorities, methods, and responsibilities for the training of USXXXXCOM and its subordinate components.)

2.   Mission. Insert the command's mission statement. It can be found in the command briefing, Theater Strategy, etc.

3.   Intent. The intent for training is the commander's vision on how training will support the command/agency mission. It should contain a purpose statement, a description of methods to be used and the desired end state to be achieved by the training. (Example: Use contingency operations, joint, and combined exercises to train to J/AMET standards, guaranteeing the capability to execute command missions.)

4.   JMETL Assessment.

   a. Goals. (Example: All J/AMETs trained to standard, maximum participation from key players in target audience during exercises, lessons learned incorporated into SOPs and training programs for new personnel.)

   b. Priorities. (Priority of all training 1 – n) Examples:

      (1) Maximum preparedness for real-world contingency operations; focus on integrated planning with interagency partners and theater country teams

      (2) Support to SCP Plans

      `(3) Individual and staff joint training for integrated operations
            (n)

K-A-1

1   (n)

3   5.   <u>Training Philosophy</u>.

5   a. Explains how joint training will be planned and executed.

7   b. Defines how assessment results from last cycle will be integrated into
8   the next training cycle.

10   c. Stresses the importance of identifying and correcting critical
11 deficiencies in the current training cycle.

13   d. Promotes considerations to reduce operating tempo (OPTEMPO) and
14 personnel tempo (PERSTEMPO).

16   e. Highlights training strategies for using academic or exercise training
17 events or both to achieve training objectives within resource constraints.

19   f. Provides guidance to components for interoperability requirements for
20 the supported combatant commander.

22   g. Provides theater guidance to joint force providers for training
23 supporting staff and forces.

25   6.   <u>Training Principles</u>. Explains the basic principles that will be followed.
26 (Example: All real-world operations and training events will be conducted to
27 meet training objectives, maximize resources, focus on requirements-based
28 training, coordinate with the SCP, etc.).

30   7.   <u>Training Responsibilities and Procedures</u>. Outlines who is responsible for
31 what in executing the plan, including:

33   a.   Subordinate commanders

35   b.   Principle staff responsibilities

37   c.   Primary staff proponent and supporting players for training,
38 evaluation, and assessment

40   8.   <u>Assessment Plan</u>. Defines the cycle (frequency), what role real-world
41 operations will play in determining proficiency levels, how audiences will be
42 grouped and rated before making overall training proficiency assessments for
43 each JMET, criteria to be used in supporting subjective judgments, thresholds
44 for identifying critical deficiencies, and what organizations should receive the

1 products of this phase (mission training assessments, training proficiency
2 assessments, refined lessons learned, refined issues beyond combatant
3 command's/CSA's capability to resolve, etc.).
4
5 9.   <u>Summary</u>. Summarizes and emphasizes adherence to the
6 Commander's/Director's purpose and intent in the planning of joint training,
7 and the importance of realistic training, evaluation and performance feedback,
8 and training readiness assessment in preparing for mission execution.

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3 APPENDIX B TO ENCLOSURE K
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5 JOINT TRAINING MANUAL TAB B MISSION CAPABILITY MATRIX
6
7 1. Purpose. This tab provides a correlation between each mission and
8 the tasks (task description of capability requirements) that will lead to
9 mission success. It identifies relationships with subordinate commands
10 and other commands/agencies through the identification of supporting
11 and command-linked tasks. This correlation provides a direct
12 relationship upon which to assess training.
13

(U) PACOM_JTP_FY09-FY12

I. Tab B - Mission Capability Matrix

Task Number	Task Title	OPR	Support Type	CORE	MOTW	MTW	SSC
ST 1.2	Assemble Forces	J3	CMD	X			
ST 1.6	Control or Dominate Strategically Significant Area(s)	J33	CMD	X		X	X
ST 1.6.2	Gain and Maintain Air Superiority in Theater	J33	Staff	X			
ST 1.6.3	Gain and Maintain Maritime Superiority in Theater	J33	Staff	X			
SN 1.2	Conduct Deployment and Redeployment	TCJ3/TRANSCOM	CL	X			
ST 2.1	Manage Theater Strategic Intelligence Activities	J22	CMD	X		X	X
ST 2.1.3	Prepare Theater Strategic Collection Plan	J22	Staff	X		X	X
ST 2.4.2	Prepare Intelligence for Theater Strategic Use	J22	Staff	X		X	X
SN 2.2.2	Support Combatant Commander's Surveillance and Reconnaissance Requirements	J2/JFCOM	CL	X			
ST 4.2	Coordinate Support for Forces in Theater	J4	CMD	X	X		
ST 5.3	Determine Strategic Direction	J3	CMD	X			
ST 6.2	Coordinate Protection for Theater Forces and Means	J34	CMD	X	X	X	X
ST 9.3	Coordinate Active CBRNE Defense in Theater	J34	Staff	X	X	X	X
ST 9.4	Establish Passive CBRNE Defense in Theater	J34	Staff	X	X	X	X
ST 7	Establish Theater Force Requirements and Readiness	J3	CMD	X		X	X

14
15
16
17 Table K-B-1. Mission Capability Matrix
18
19 2. Description. This matrix (Table K-B-1) lists all combatant
20 command/CSA J/AMETs. The list also includes supporting (Staff and

K-C-1

1 Subordinate Unit) and command-linked tasks required to accomplish
2 each of the combatant command's assigned missions.
3
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APPENDIX C TO ENCLOSURE K

JOINT TRAINING MANUAL TAB C JOINT MISSION ESSENTIAL TASK
LIST

1. Purpose. To identify the list of joint tasks the Combatant
Commander/CSA Director consider essential to accomplish assigned
missions. The JMETL provides users an immediate source for data
required to understand the command joint training plan. It also
reinforces the philosophy that training is requirements-based. The
JMETL is the foundation upon which the JTP is built. Supporting
organizations build their AMETL/METL and training plans based on the
Combatant Commander's JMETL, Commander's intent and mission
guidance.

Sample Entry:

JMET: Conduct Theater-Wide Information Operations (IO) (ST5.5) (J3)

UJTL Description: To conduct information operations for
implementing the Secretary of Defense's national military strategy,
policy, objectives and operations at the theater level. This task includes
the integrated employment of electronic warfare, computer network
operations, psychological operations, military deception, and operations
security in concert with specified supporting and related capabilities to
influence, disrupt, corrupt, or usurp adversarial human and automated
decision-making while protecting our own. If in support of homeland
security, legal restrictions may apply.

Responsible Organization: J3

Condition(s):
C 2.3.2.3 Flexibility of warfare style (flexible)
C 2.4.4   Theater intelligence organization (mature)

Standard(s):
90 percent of subordinate plans have integrated Command and Control
Warfare (C2W) efforts

     Ten (10) days to achieve information superiority

Associated Supporting Task: (Air Component) Determine Enemy's
Operational Capabilities (OP2.4.1.2)

Condition(s):
C 2.3.2   Military style (predictable)

1
2 **Standard(s):**   10 hours or less required to identify enemy strategic
3 centers of gravity
4
5 **Associated Command-Linked Task:** (USSPACECOM) Support National
6 and JTF Surveillance Reconnaissance Requirements (ST2.2.2)
7
8 **Condition(s):**
9 C 1.3.2   Visibility (high)
10 C 2.7.3.2   Space platforms availability (high)
11
12 **Standard(s):**   90 percent of Joint Operating Area has surveillance
13 coverage

14
15 2.   Description. The J/AMETL is the list of joint tasks the
16 Commander/Director consider essential in accomplishing assigned
17 missions using assigned and apportioned forces. This list identifies the
18 combatant command/CSA mission capability requirements and forms
19 the basis for the joint training program (requirements-based training).
20 The J/AMETL includes the joint mission essential tasks (J/AMETs),
21 responsible organization, conditions, and standards. All supporting and
22 command-linked tasks are listed under the appropriate J/AMET.
23

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3   APPENDIX D TO ENCLOSURE K
4
5   JOINT TRAINING MANUAL TAB D JMETL ASSESSMENT MATRIX
6
7   1. Purpose. This tab provides the linkages across Tabs A, B, and C. It
8   should reflect the Commander's/Director's training assessment of
9   J/AMETs that should be consistent with the training philosophy and
10   guidance in Tab A, the mission capability matrix in Tab B, the
11   responsible organizations in Tab C and audiences identified in Tab E.
12   This assessment can be refined further by each of the responsible staff
13   chiefs, functional chiefs, or JTF commander to identify joint training
14   objectives that support each J/AMET.

(U) PACOM_JTP_FY09-FY12

I. Tab D - JMETL Assessment Matrix

				CORE	MOTW	MTW	SSC
MISSION TRAINING ASSESSMENT (MTA)				T		T	T
Task Number	Task Title	OPR	Support Type				
ST 1.2	Assemble Forces	J3	CMD	P			
ST 1.6	Control or Dominate Strategically Significant Area(s)	J33	CMD	T		T	
ST 1.6.2	Gain and Maintain Air Superiority in Theater	J33	Staff	T			
ST 1.6.3	Gain and Maintain Maritime Superiority in Theater	J33	Staff	U			
SN 1.2	Conduct Deployment and Redeployment	TCJ3/TRA NSCOM	CL				
ST 2.1	Manage Theater Strategic Intelligence Activities	J22	CMD	T		P	T
ST 2.1.3	Prepare Theater Strategic Collection Plan	J22	Staff	T		T	
ST 2.4.2	Prepare Intelligence for Theater Strategic Use	J22	Staff	P		T	
SN 2.2.2	Support Combatant Commander's Surveillance and Reconnaissance Requirements	J2/JFCOM	CL	U			
ST 4.2	Coordinate Support for Forces in Theater	J4	CMD	T			
ST 5.3	Determine Strategic Direction	J3	CMD	U			
ST 6.2	Coordinate Protection for Theater Forces and Means	J34	CMD	T	T	T	T
ST 9.3	Coordinate Active CBRNE Defense in Theater	J34	Staff			T	
ST 9.4	Establish Passive CBRNE Defense in Theater	J34	Staff			T	
ST 7	Establish Theater Force Requirements and Readiness	J3	CMD	T		U	

KEY
Trained [T]   Partially Trained [P]   Untrained [U]   Pending Assessment [ ]   Not Applicable [ ]

15
16
17   Figure K-D-1. JMETL Assessment Matrix
18

K-D-1

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3   2.   <u>Description</u>. Figure K-D-1 depicts the Commander's/Director's
4   assessment of the command's training proficiency using the outputs
5   from multiple training events, real-world operations, experimental
6   events, and engagement activities,
7
8   During Phase III, the Commander/Director evaluates a specific training
9   audience's performance in relation to a specific task, under specified
10   training conditions, and a designated level of performance during a
11   particular event. During the assessment phase, the Commander/
12   Director assesses the command's/agency's ability to accomplish its
13   J/AMETL and perform its missions based on the totality of numerous
14   TPEs, informal results, actual operations, assessment of J/AMET
15   standards, and any other pertinent feedback available.
16
17   The results of this assessment, in conjunction with the Commander/
18   Director training guidance, are used to determine training requirements
19   for the upcoming training cycle this J/ATP supports.
20
21
22

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3 APPENDIX E TO ENCLOSURE K
4
5 JOINT TRAINING MANUAL TAB E TRAINING OBJECTIVE/TRAINING
6 AUDIENCE/METHODS MATRIX
7
8 1. Purpose. This tab associates training objectives with J/AMETs and
9 the training method. This is a tool for staff chiefs, functional chiefs, JTF
10 commanders and other supporting element directors to organize their
11 preparation and involvement and integration in the supported combatant
12 commander's training plan. This tool can also be used internally to
13 organize training events within supporting organizations (components,
14 CSAs and NGB for example).
15

(U) PACOM_JTP_FY09-FY12

I. JTP - Training Objectives

Mission	Task Number	OPR	Training Audience	TO Class	Performance	Training Situation	Level of Performance	Focus	Theme	Method-Mode	Event(s)	Last Modified By	Last Modified Date
CORE	SN 1.2	TCJ3	TCJ1	(U)	Receive weekly JPERSTAT Report information from subordinate command.	Subordinate command's JPERSTAT is transmitted	All subordinate commands' JPERSTAT reports received			•Academic-Workshop	•TURBO ACTIVATION 06	Mouritzen, Danielle M	27-Dec-2005
CORE	SN 1.2	TCJ3	TCJ1	(U)	Prepare weekly JPERSTAT Report	All subordinate commands' JPERSTAT reports received	JPERSTAT sent to JS by Sunday, 1200Z			•Academic-Workshop with Pract. Exer.	•TURBO CHALLENGE 06	Mouritzen, Danielle M	27-Dec-2005
CORE	ST 1.6	J33	J3	(U)	Coordinate for the capability to generate 300 Air to Air Sorties	AWACS operating in AO	establish air supiority wihin 3 days	•Operations •Air Defense	•Combat Operations		•TERMINAL FURY 07 •BALIKATAN 07-2 •RSO&I 07	Reed, Dennis	24-Oct-2006
CORE	ST 2.1	J22	J3	(U)	ST 2.1 Manage Theater Strategic Intelligence Activities	Intel Communications links established	All assets engaged effectively	•Command and Control	•Anti-Terrorism Operations •Civil Disturbance		•COBRA GOLD 07	Reed, Dennis	11-Dec-2006
CORE	ST 5.3	J3	J3	(U)	Do this activity	In this specific situation	This spells success	•Information Operations	•Civil Support Operations	•Exercise-Command Post Exercise	•COBRA GOLD 10	Analyst, Assessment	02-Oct-2006
CORE	ST 7	J3	J35	(U)	Establish and Publish Theater Force Requirements and Readiness	OPLAN/CONPLAN lists Theater Force Requirements; Readiness info available in	Theater Force Requirements determined within 6 hours	•Operations	•Combat Operations •Major Theater War (MTW)		•COBRA GOLD 07	Wagner, Honus	12-Dec-2006
MTW	ST 1.6	J33	J3	(U)	Coordinate for the capability to generate 300 Air to Air Sorties	AWACS operating in AO	establish air supiority wihin 3 days	•Operations •Air Defense	•Combat Operations		•TERMINAL FURY 07 •COBRA GOLD 07 •RSO&I 07	Reed, Dennis	06-Nov-2006
MTW	ST 7	J3	J1	(U)	Establish Theater Force Requirements and Readiness	OPLAN/CONPLAN lists Theater Force Requirements; Readiness info available in	Theater Force Requirements determined within 6 hours	•Operations	•Combat Operations •Major Theater War (MTW)		•RSO&I 07	Lead, UserGroup	26-Jul-2006

16
17
18 Table K-E-1. Training Objective/Training Audience/Methods Matrix
19
20

1   2.   Description. Training requirements for the upcoming cycles are
2   based on known deficiencies identified in the last training cycle and skill
3   perishability (Example Table K-E-1 by J/AMET and training audience).
4   Specific joint training objectives, derived from the JMET, are identified
5   for each training audience. A joint training objective is a statement that
6   describes the desired outcome of a joint training activity in terms of
7   performance, training situation, and level of performance. Joint training
8   objectives are derived from joint mission-essential tasks, conditions, and
9   standards and based on joint doctrine, commander's guidance, and
10 organizational standing operating procedures. The complete list of joint
11 training objectives, training audience, and method shown in this matrix,
12 along with Tab D, defines the combatant command's training
13 requirements.
14
15 Note: Supporting organizations such as components, CSAs, and NGB
16 establish their own organizational training objectives as directed by their
17 Commander/Director to be prepared for the supported Commander's
18 required mission capability and level of performance.
19
20

APPENDIX F TO ENCLOSURE K

JOINT TRAINING MANUAL TAB F EVENT SUMMARIES

1.   Purpose. This tab provides guidance on how to prepare the event summaries for the J/ATP that go into JTIMS.

2.   General. The combatant command's joint training event schedule is refined and updated each year during the combatant commander Exercise and Training Scheduling Conference. The combatant commands' refined, updated schedule is published in JTIMS (NLT 15 Dec) and becomes the foundation for deconfliction at the WJTSC held in February/March. The event summaries are structured in the following format:

   a. Section 1. Previously Approved Exercises and Training Events. These are training events for the upcoming (execution) fiscal year that are published and updated as required to reflect their latest status.

   b. Section 2: Exercises and training events in the first fiscal year following the execution year. This section contains summaries of exercises occurring in the first fiscal year after the execution year. These exercise summaries are submitted for CJCS approval, subject to funding and other necessary approval. Specific forces will be identified for these training events. The JTIMS Stratlift Module provides the capability for combatant commands to identify their Stratlift requirements in terms of passengers and cargo, and the costs associated with their movement. This is the Rough Order of Magnitude (ROM). Transportation requirements will be approved for planning purposes only. Service coordination of the document indicates agreement to provide resources required to support the training event in this section, subject to available funding and operational constraints.

   c. Section 3: Exercises and training events in the second and third fiscal year following the execution year. Specific forces will be identified where possible and transportation requirements will be tentatively identified. After CJCS review, this section will be approved for further refinement, coordination, and submission of budget estimates. These exercises are now initially approved for continued planning and coordination and for the submission of budget estimates.

   d. Section 4: Exercises and training events in the fourth and fifth fiscal years following the execution year. Specific forces will be identified where possible, and transportation requirements will be tentatively identified. After

K-F-1

1 CJCS review, this section will be approved for further refinement, planning,
2 and programming.
3
4 3.   Event Summaries Format.
5
6   a. This is the format for displaying academic/exercise key data for each
7 training event in the Combatant Commander/CSA Director J/ATP. Initially,
8 data is gathered and entered into the format during the supported combatant
9 command exercise and training scheduling conference. The completed
10 summaries are placed in the appropriate section defined in paragraph 2 above
11 based on year of execution. JTIMS is the automated system for producing this
12 report. Note: JTIMS provides two options for event information – an event
13 summary report and an event details report.
14
15 Note: Supporting organizations such as components, CSAs, and NGB establish
16 their own organizational training plans as directed by their
17 Commander/Director to be prepared for the supported Commanders
18 operational plans they support. Combatant command JMETS should link to
19 supporting tasks of organizations that perform the support mission; the
20 supporting organization training plans should prepare them to perform the
21 support mission for which they have been tasked.
22
23   (1) ID Number: combatant command code JTP + FY + sequential
24 number (Ex. PACOM JTP FY09 - FY11).
25
26   (2) Training Audience: The training audience is described to the level of
27 detail known, i.e., CJTF (6th FLT), combatant commander staff, J-5.
28
29   (3) Type of Training: Academic instruction (seminar, practical exercise,
30 programmed text, etc.) or exercise (scripted/computer assisted/command
31 post/field).

1
2   (4) Resources Required:
3
4   Funding...$
5   Transportation...AIRLIFT, SEALIFT and CTP Estimates
6   Force Requirements
7   Personnel...................................... #
8   Equipment.......................Description
9   Facilities... Description (NTC, WPC, etc.)
10   Transportation...___hours ___ sea days
11   Modeling & Simulation Support Yes/No (If yes, what type)
12   Supporting Organizations............... Organization/Services Req
13
14   (5) Shortfalls: (Optional) List shortfalls that will have an adverse
15 impact on training (lack of doctrine/TTP, lack of facilities, etc.).
16
17   (6) Training Objectives: List the training objectives associated with the
18 event derived from the appropriate UJTL tasks.
19
20   (7) Anticipated Scheduling: Desired timing (Ex. 2nd Qtr/FY01).
21
22   (8) SecDef and CJCS High Interest Training Issues: List the HITIs and
23 how they will be incorporated in the training event derived from the appropriate
24 UJTL tasks.
25
26   (9) Component Interoperability Requirements: This list identifies
27 specific tactical-level joint and component interoperability requirements that
28 must be satisfied prior to this joint training event. It provides the necessary
29 input supporting organizations , particularly the Services, USJFCOM and
30 USSOCOM, to ensure resources are available to achieve proficiency in those
31 interoperability tasks before the event (also listed in part one of Tab H).
32
33   b. The event summaries describe the events required to train the
34 combatant command's targeted joint training audience. This is the combatant
35 command's initial, unconstrained request that gives providers and supporting
36 components/agencies their first look at resource requirements for each
37 command.
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3   APPENDIX G TO ENCLOSURE K
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5   JOINT TRAINING MANUAL TAB G TIME LINE
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7   1. Purpose. The time line tab depicted in Figure K-G-1 can be used as a
8   deconfliction tool within the command and at the annual WJTSC. It can be
9   used to show the chronological building of training events to include individual
10   and staff joint training events that may support preparations for larger scale
11   training events and exercises. This is the final tie-in that can show which staff
12   chiefs, functional chiefs, and JTF commanders are involved in training events
13   and show OPTEMPO/PERSTEMPO conflicts with training. This is a sample
14   format timeline report generated in JTIMS for the data that should be located
15   in JTIMS and updated periodically to adjust for changes during the planning
16   process.
17

(U) PACOM_JTP_FY09-FY12

I. Tab G - Timeline Report

FY07

Event	Employment Dates	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
(U) BALIKATAN 07	(U) 06-Nov-2006 - 21-Dec-2006		■	■									
(U) BALIKATAN 07	(U) 06-Nov-2006 - 21-Dec-2006		■	■									
(U) TERMINAL FURY 07	(U) 09-Dec-2006 - 19-Dec-2006			■									
(U) COPE TIGER 07	(U) 11-Dec-2006 - 03-Jan-2007			■	■								
(U) TERMINAL FURY 07	(U) 14-Dec-2006 - 18-Jan-2007			■	■								
(U) TEST 07-A	(U) 08-Jan-2007 - 12-Jan-2007				■								
(U) COMMANDO SLING 07-1	(U) 30-Jan-2007 - 10-Mar-2007				■	■	■						
(U) NORTHERN EDGE 07	(U) 02-Mar-2007 - 16-Mar-2007						■						
(U) RSO&I 07	(U) 09-Apr-2007 - 23-Apr-2007							■					
(U) COMMANDO SLING 07-2	(U) 10-Apr-2007 - 10-May-2007							■	■				
(U) COPE TIGER 07	(U) 19-Apr-2007 - 30-Apr-2007							■					
(U) COBRA GOLD 07	(U) 15-May-2007 - 25-May-2007								■				
(U) STRATEGIC AIRDROP 07	(U) 15-May-2007 - 25-May-2007								■				
(U) COMMANDO SLING 07-3	(U) 10-Jun-2007 - 20-Jul-2007									■	■		
(U) RAPID THUNDER 07	(U) 16-Jul-2007 - 27-Jul-2007										■		
(U) COMMANDO SLING 07-4	(U) 01-Aug-2007 - 30-Aug-2007											■	
(U) ARCTIC SAREX 07	(U) 01-Aug-2007 - 31-Aug-2007											■	

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20   Table K-G-1. Time Line
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K-G-1

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APPENDIX H TO ENCLOSURE K

JOINT TRAINING MANUAL TAB H COMBATANT COMMANDER
INTEROPERABILITY AND HIGH INTEREST TRAINING REQUIREMENTS

1. <u>Purpose</u>. Provides guidance to Service component commanders on mission support required to ensure adequate component and unit training programs have the necessary tools to satisfy the combatant command mission capability requirements. Provides a listing of combatant command/CSA high interest training requirements that require joint resources and training focus from joint force providers to achieve desired readiness to support combatant command mission capability requirements.

2. <u>Discussion</u>. The combatant command mission capability requirement for all missions assigned will generally require support beyond those forces assigned, particularly as force structure is moved from overseas theater residence to home stations in the United States. Services organize, train, and equip interoperable forces and staffs to be employed by the supported commander. Joint force providers and their Service component commanders as well as those Service component commanders assigned to the regional combatant commanders support missions that require tactical units and formations to be interoperable in procedures, equipment, training and sustainment. The combatant command JMETL establishes only the most essential tasks within his total mission capability requirement; the Service components assigned have supporting tasks that must together form the capability required by the supported combatant commander. The interoperability of Service components is a pre-requisite for being employed by a joint commander.

    a. In the combatant command JTP, Tab H has two parts. The first part provides guidance to assigned Service components and the second part contains guidance to joint force providers.

    b. CSAs and other supporting organizations will likely not have interoperability sections or require support from joint force providers. This Tab can be used to describe their high interest training requirements specific to supported combatant commander missions that will require joint resources.

3. <u>Interoperability guidance to Service components</u>. Combatant commanders provide guidance to their Service components in the form of missions to be prepared to perform. In many cases, combatant commands will prioritize this preparation based on available forces and readiness and availability of

K-H-1

Appendix H
Enclosure K

1 HQ/SJFHQ/JTF staffs assigned. Planning, preparation and training of Service
2 forces and staffs assigned for priority missions requires guidance from the
3 combatant commander and the first part of this Tab can be used to further
4 support written and verbal mission guidance provided directly by the
5 Combatant Commander. The joint staff supporting the commander will know
6 through their planning effort what supporting actions will be required at the
7 component level, but collaboration with Service component commanders and
8 staffs will ensure information in Table L-H-1 is more realistic. This example
9 matrix provides a correlation between the selected Service component level
10 interoperability tasks and in what exercises they will be executed. In this
11 example, missions are listed by the combatant commander in the column on
12 the right and the number of times practiced across the JTP Exercise schedule
13 would indicate what the prioritized supporting tasks are from a Service
14 component perspective (i.e. the more often the combatant commander practices
15 a particular task would equate to his priority with respect to that task). The
16 Commander could also prioritize the mission areas or joint training events or
17 exercises which would provide guidance to Service components on which
18 supporting tasks should be most prepared to perform.
19

	JMETs	EXERCISES													COMBATANT COMMANDER'S GUIDANCE
		BLUE FLAG	BRIGHT STAR	EAGER INITIATIVE	ELLIPSE SERIES	INHERENT FURY	INTERNAL LOOK	IRIS GOLD SERIES	NATURAL FIRE	NECTAR BLEND	NOBIL PIPER	ROVING SANDS	RUGGED SERIES	ULTIMATE RESOLVE	
TA 4	Perform Logistics and Combat Service Support		X	X		X		X	X	X	X		X	X	RSOI
TA 2.4	Disseminate Tactical Warning Information and Attack Assessment		X			X								X	E-W and/or N-OPLANS
TA 3.2.7	Conduct Air and Missile Defense Operations	X	X			X						X		X	TMD
TA 6	Protect the Force		X	X		X		X	X	X	X		X	X	Terrorism
TA 2.2	Obtain/Assess Intelligence Information		X			X		X					X	X	Coalition Intelligence Sharing
TA 6.6	Coordinate for Chemical/Biological Defense		X		X		X	X					X	X	NBC
TA 5.5.1	Conduct Joint Force Link-up Operations		X	X		X		X	X	X	X		X	X	Conduct Multinational Operations
TA 6.1	Conduct Anti-Terrorism Operations		X	X	X	X	X	X	X	X	X		X	X	Terrorism

20
21 Table L-H-1. Service Component Interoperability Tasks Guidance
22

Appendix H
Enclosure K

4.   <u>High Interest Training Requirements.</u> Combatant command high interest training requirements and specific theater preparation and guidance should be detailed in this Tab H of the JTP to help supporting elements and joint force providers perform necessary training prior to arrival for duty or assignment. These high interest training requirements should be linked to key capability requirements needed to support missions the Combatant Commander sees as applicable in their respective AOR. For those combatant commands with minimal assigned forces or lacking operational assigned component staffs in their AOR; the mission element is particularly important to help enable the joint force providers to focus and develop training programs that will build combatant command required capabilities. Identification of key supporting tasks that the combatant command deems important would further assist joint force providers in developing actionable training programs and guidance for their Service components.

   a. Combatant commands are requested to rank order their high interest training requirements by sequentially numbering them. Since joint force providers will be receiving and merging these inputs from combatant commands worldwide, it is suggested that submissions be limited to those training requirements that are viewed as being currently of the greatest joint and Service training significance, so that these issues do not become "lost" in a lengthy "all combatant command" listing. Within USJFCOM, high interest training requirements linked to key capabilities requirements from each combatant command will be prioritized weighing three factors; importance to the submitting combatant command based on sequential numbering, number of combatant commands submitting the same issue as a training issue (indication that a consensus exists across multiple combatant commands that this is a significant issue), and USJFCOM commander's mission support prioritization.

   b. High interest training requirements, linked to combatant command required capabilities, should be submitted in plain language (as describe in the template below) referenced to an applicable joint task from the UJTL or Service task list to include task/condition/standard, objective, audience, situation, and level of performance data. This data will help joint force providers develop "actionable" plans and guidance to assist in conducting the joint training of assigned forces and supporting the Service and interoperability training of assigned forces to support the requirements identified by the other combatant commands.

5.   <u>Submission format:</u>

   a. Sequential Prioritization Number:

   b. High interest training requirement title:

<div align="center">K-H-3</div>

c. Combatant command capability requirement this high interest training requirement supports: Plain language description supporting a particular combatant command mission area or desired joint capability area focus.

d. Potential supporting tasks identified by combatant command and component commander (Operational or Tactical Level) that would be required to support the joint capability area or mission area identified in c. above.

e. Conditions:

f. Standards:

g. Training Objective:

h. Training Audience(s):

i. Training Situation/Scenario:
j. Level(s) of Performance required:

6. Example. The following example of a high interest training requirement is provided:

a. Sequential Prioritization Number: USSOUTHCOM 003

b. High interest training requirement title: Integrated Operations to support Stability, Humanitarian Assistance, Disaster Relief and Migrant Operations

c. Combatant command capability requirement and JMET: ST 8.4 Provide Theater Support To Other DOD And Government Agencies

d. UJT supporting tasks (conditions and standards included by task):

> OP 5.7 Coordinate and Integrate Joint/Multinational and Interagency Support
> > Condition: C 2.1.3 Mission Preparation
> > Condition: C 2.1.1.7 Military Commitments from Other Nations
> > Condition: C 2.3.1.2 Multinational Integration
> >
> > Standards:
> > M1: Establish coordination process with AMEMBASSY and coalition partners within 48 hours.

M2: Integrate coalition force doctrinal differences within 7 days.
M3: Develop C4 architecture to support civil/military requirements
M4: Identify and utilize LNO elements during the planning process for better understanding of mission and tactics, facilitation of transfer of vital information enhancing mutual trust and teamwork.

TA 1 Deploy/Conduct Maneuver
Condition: C 2.2.5.2 Modern Information & Intelligence Processing Systems
Condition: C 3.3.6.2 Telecommunications Infrastructure
Condition: C 2.2.3 Forces Allocated

Standards:
M1: Complete executable operational plans and orders (after receipt of commander's estimate within 36 hrs).
M2: 100% of COAs evaluated to find which were suitable, feasible, acceptable variable, and complete.

g. Training Objective Performance: Train in and analyze JTF commander staff and supporting forces capability to plan and execute Integrated Operations to support Stability Operations, Humanitarian Assistance / Disaster Relief and Migrant Operations

h. Training Audiences: JTF Commander and staff and component staffs.

i. Training Situation: The JTF Commander has received a planning directive for an operation.

j. Levels of Performance:
- Harmonize actions of PNs, HNs, Interagency, IOs, NGOs, and other stakeholders in all areas including medical.
- Coordinate planning of PNs, HNs, Interagency, IOs, NGOs, and other stakeholders to include medical.
- Establish COP/collaborative enterprise architecture for situational awareness between the JTF & appropriate stakeholders.
- Determine and institute Foreign Disclosure (FD) requirements to support JTF operations.

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ENCLOSURE L

JOINT EXERCISE COORDINATION PROCEDURES

1. Coordination Requirements.

   a. The supported combatant commands must coordinate directly with other supporting commands, Services, and agencies on all relevant matters pertaining to the planning and execution of joint exercises. Coordination should be conducted as early as possible in the planning cycle. The use of collaborative tools is highly recommended during the coordination process. The Joint Staff need only be kept informed through each command's point of contact in Joint Staff, J-7. Special attention should be given to exercise timing, force lists, and force protection requirements. When two or more commands expect to use the same forces in exercises, force requirements should be exchanged to facilitate the planning effort. USFJCOM is responsible for deconfliction of assigned forces by UIC and/or time and training objectives. USJFCOM will maintain a scheduling deconfliction role for assigned forces, to include worldwide joint exercise and training event scheduling. The supported commander is responsible for ensuring that exercise forces protection is an integral part of the planning process. This coordination occurs throughout the entire planning and execution phases of an exercise.

   b. Normally, combatant commanders will perform direct liaison with their respective multi-national commanders for all aspects of US participation in multi-national exercises.

   c. The supported command will also validate exercise transportation requirements to USTRANSCOM. Exercise-sponsoring commands will consolidate and submit validated common-user lift requirements to USTRANSCOM IAW reference m. USTRANSCOM will then task appropriate transportation component commands (TCCs) to schedule the required lift. The following "training only" requirements should not be misconstrued as practice for wartime tasks. "Training only" requirements simulate the process of deploying forces. Timeline maybe different:

   d. JOPES will be used in conjunction with all Combatant Commander-sponsored or CJCS-sponsored exercises that involve movement of forces. For command post exercises, separate TPFDD will be built for exercise play as well as for the actual movement of exercise players. When used, JOPES system performance and user capability will be an evaluated training objective within combatant command AARs.

e. Requests for mobile communications support and equipment controlled by the Joint Staff, J-6, should be submitted IAW reference n. The command requesting these assets will fund all associated costs including transportation and personnel support, less pay and allowances, incident to deployment and recovery.

f. Detailed requests for tanker support will be submitted to Air Mobility Command (AMC) Tanker Airlift Control Center (TACC)/Operational Training Division, Directorate of Operations and Training NLT 60 days before the quarter for which an exercise is planned. A request update for exercises scheduled in second and third months of the quarter should be submitted 90 days prior to STARTEX. Requests should include specific dates, air refueling control times, track, number and type of receivers, altitude, on load, whether probe or drogue, and other pertinent data.

g. Intelligence support is an inherent part of the joint training process. Use and evaluation of national intelligence assets should be considered in the development of joint training activities. To ensure effective and efficient national-level intelligence support from the relevant CSAs (DIA, NSA, NGA) and other intelligence support organizations (i.e., National Reconnaissance Office), exercise planners should involve these organizations at the earliest possible exercise planning stage. Requests for support should include J2/DIA Exercise Branch (J2O-2) as an addressee. The Defense Support Project Office can provide specific training and exercise assistance with regard to national systems and may be contacted directly through the J2/DIA.

h. USSTRATCOM is the space point of contact for exercise use of DOD space systems. Assistance in developing space scenarios is available from Joint Functional Component Command – Space (JFCC Space).

2. <u>Political Constraints</u>. Political considerations can significantly impact the joint training process. Many training events and joint exercises are driven by the need to maintain military presence, provide visible support to allied nations, or warn potential opponents of US resolve to meet treaty obligations. Some of these events cannot be altered or canceled without significant coordination with allies. Also, combatant commands and services must continually review their training programs in an era of rapid geopolitical change to ensure exercise objectives remain valid; some training requirements may not be met as a result of exercise changes caused by political sensitivities.

3. <u>Significant Military Exercise Briefs (SMEBs)</u>. Reference o requires the Joint Staff, J-7 to inform the Secretary of Defense of significant military exercises (via SMEBs). OSD then coordinates with the National Security

1   Council (NSC) Staff. Enclosures O defines significant exercises and provides
2   the SMEB format.
3
4   4.   <u>Resources</u>. Transportation, personnel, and equipment are critical
5   issues that must be coordinated throughout the training process. Initially,
6   commands should receive estimates of resource availability from the Joint
7   Staff, J-7 and USTRANSCOM during the WJTSC in September each year.
8   These estimates will allow combatant commanders to conduct initial planning
9   for the out-years and to continue to refine near-term years in final
10 coordination. Combatant commands need to be flexible in the planning
11 process, for real-world events and shrinking defense budgets can have drastic
12 effects on the worldwide exercise picture. Force protection for exercises will be
13 considered exercise requirements and must be considered carefully and
14 planned for throughout the planning process. If force protection resources are
15 deemed inadequate, the exercise must be scaled down or cancelled.
16
17 5.   <u>Natural Resources Management</u>. Scheduling commands will ensure
18 that participating units comply with federal, state, local, and applicable host-
19 nation laws and regulations concerning protection of the environment.
20 Exercises conducted in the United States will comply with reference p.
21 Exercises conducted outside the United States must comply with reference q
22 and r as well as any applicable foreign laws or international agreements.
23
24   a. Exercises likely to result in significant diplomatic, interagency, NGO, or
25 media attention due to environmental considerations should be reported in
26 advance in accordance with reference r
27
28   b. To the maximum extent feasible, advance environmental analysis and
29 planning will be incorporated in the JOPES military operations and exercise
30 planning system. Documentation should normally appear as an annex to the
31 applicable exercise plan or OPORD.
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2   ENCLOSURE M
3
4   TRANSPORTATION PLANNING
5
6   1.   Purpose. This Enclosure provides guidance and procedures for
7   planning and executing transportation in support of joint training events.
8
9   2.   General. For a joint training event to be effective, all participants
10   must be at their designated place at the selected time. Careful planning
11   and execution of transportation is necessary to make this happen.
12   Transportation normally includes movement of passengers or cargo from
13   home or mobilization location (origin), to a port of embarkation (POE), to
14   a port of debarkation (POD), and to a destination in or near the exercise
15   area. The Services normally pay for transportation from origin to POE for
16   personnel going to the exercise, and from POD to destination for
17   personnel returning from an exercise. Personnel and cargo not
18   accommodated by DOD transportation use procedures for the
19   commercial ticketing and cargo in Enclosure M, Appendix B. Joint Staff
20   "inland transportation" funds pay for transportation of equipment from
21   origin to POE (going) and from POD to destination (returning), unless
22   equipment is moved by Service-owned vehicles. The scheduling
23   command normally pays for movement from POE to POD and from POD
24   to destination (see Enclosure P, Appendix B) for CTP/CCP procedures.
25   Small Commercial Cargo Program (SCCP) funding is managed by Joint
26   Staff J7 IAW reference s. USTRANSCOM, as single manager for DOD
27   transportation, works with scheduling and sponsoring commands to
28   ensure transportation assets and resources are used effectively to
29   support the joint training program. Planning, scheduling, and executing
30   transportation involves national and theater-level joint tasks (see Table
31   M-1). Scheduling commands should coordinate training and assessment
32   of these tasks with supporting commands when creating their JTPs.
33
34   3.   Terms. The terms listed below have special meaning within this
35   enclosure and the transportation planning and execution function.
36
37   NOTE: The verbs "will," "should," and "may" have specific meaning in
38   this Enclosure. "Will" indicates doctrine or procedures that must be
39   followed. "Should," indicates procedures that will increase the
40   effectiveness of transportation planning. "May" indicates procedures and
41   techniques that have consistently increased the effectiveness of
42   transportation planning.
43

1

Term	Meaning
Allocation	Designation of all or part of a valid requirement for transportation aboard a transportation asset.
Aerial Port of Embarkation	The aerial geographic point in a routing scheme from which cargo or personnel depart.
C-day	Unnamed day on which deployment operation commences or is to commence.
Manifesting	Designation of all or part of a valid requirement as loaded on a transportation asset.
N-day	The unnamed day before C-day when a unit commences deployment or redeployment. For example, the last day before C-day is N001; the next to last is N002.
Scheduling Command	Command that entered the training event into JTIMS
Sponsoring Command	Command that is responsible for planning, executing, and assessing a joint training event. (May not be the same as the scheduling command.)
Supporting Command or Agency	DOD component that provides actual passengers or cargo to the sponsoring command for employment in a joint training event.
Transportation Asset	A vehicle, such as an aircraft, ship, or truck, on which passengers or cargo are moved.
Transportation Component Command (TCC)	One of USTRANSCOM's Service components: AMC, MSC, SDDC.
Valid Requirement	Transportation requirement that: • contains data technically free of errors; • defines a number of passengers or quantity cargo with the required level of detail; • requires transportation as part of the joint training event; • has transportation funds available to pay for move.
Validation	Execution procedure used by supported combatant commander, components, supporting commanders, and providing organizations to confirm to the supported commander and the USTRANSCOM that all the information records in a TPFDD not only are error-free for automation purposes but also

Term	Meaning
	accurately reflect the current status, attributes, and availability of units and requirements. Unit readiness movement dates, passengers, and cargo details should be confirmed with the unit before validation occurs.
Verification	TCC contacting unit, passenger, or cargo owner to confirm readiness for transportation and schedule.

1

M-1 Transportation Terms

4.   Exercise Size The size of an exercise determines some transportation pla.nning considerations. Table M-2 shows exercise criteria.

Exercise Size	Criteria
Small	Airlift: C-17 flying hours less than 499. AND Sealift: dedicated ship not required.
Medium	Airlift: C-17 flying hours 500-1,399. AND Sealift: dedicated ship not required.
Large	Airlift: C-17 flying hours 1,400 or more. OR Sealift: dedicated ship.

Table M-2. Exercise Size Criteria

5.   Transportation Planning Steps. Exercise transportation planning involves the steps shown below including the coordination necessary to ensure transportation funds are used effectively; combatant commands must update their transportation budget in JTIMS reflecting funding requirements. This paragraph describes transportation planning steps used when the exercise or training event is linked to unique deployment and redeployment databases.

    a. Provide Guidance. The sponsoring command publishes exercise TPFDD guidance. This guidance normally is a TPFDD Letter of Instruction (LOI) (see JOPES Volume III). The sponsoring command may publish a standard TPFDD LOI for operations, contingencies, and exercises and supplement it with information for a specific exercise.

1   b. Identify Requirements and C-day. The sponsoring command
2 develops a requirements database from the list of forces and resources
3 necessary for training event execution. The JOPES will be used to
4 identify joint training transportation requirements. The sponsoring
5 command will complete requirement data entry IAW reference m. When
6 the requirements database is complete, the sponsoring command will
7 notify the supporting commands and agencies (including USTRANSCOM)
8 of C-day and establish the date by which requirement sourcing must be
9 completed.
10
11   c. Set C-day. The sponsoring command will determine C-day for the
12 exercise and execute JOPES function to set C-day.
13
14   d. Source Requirements. Supporting commands and agencies will
15 review the sponsoring command's requirements database and identify
16 those requirements for which they are requested to provide units,
17 personnel, or cargo. The supporting commands and agencies then select
18 organizations from which the requirements are filled and enter necessary
19 data into the requirements database. If the requirement cannot be
20 sourced, the supporting command or agency will notify the sponsoring
21 command of the shortfall and will code the requirement as shortfall in
22 the database. The sponsoring command should attempt to find another
23 source for the needed unit, personnel, or cargo. If the requirement
24 cannot be filled, then the sponsoring command may revise the training
25 event concept, objectives, scenario, or schedule. Supporting commands
26 and agencies will notify the sponsoring command when sourcing is
27 complete. All requirements will be sourced or shortfall prior to
28 validation.
29
30   e. Validate Requirements. The scheduling command will review the
31 requirements database and ensure it represents an accurate and feasible
32 statement of transportation needs. Each transportation requirement will
33 contain all data required to allow its allocation to a transportation asset.
34 The sponsoring command will execute JOPES functions required to
35 validate requirements. The scheduling command will then notify
36 USTRANSCOM using news groups or Defense Messaging System that
37 selected requirements are valid (see definition of terms). Air and sea
38 transportation requirements may be validated separately. The supported
39 commander validates requirements for deployment and redeployment to
40 USTRANSCOM at T-60 days IAW reference m. These requirements are
41 validated on priority with other combatant command requirements for
42 contingencies, operations and sustainment.
43
44   f. Verify Requirements. USTRANSCOM will verify that validated
45 requirements are technically accurate and develop a support plan in

1   coordination with the TCCs within 3 to 4 days. This plan will be
2   provided back to the sponsoring command. USTRANSCOM executes
3   JOPES functions required to mark valid requirements as accepted for
4   transportation scheduling, and notify the appropriate TCCs to begin
5   scheduling. AMC and SDDC should contact units, personnel, and cargo
6   owners to verify readiness for movement and to coordinate port calls.
7   Units shipping cargo by air will provide aircraft load plan to AMC at T-50
8   but not later than T-31 days IAW reference m.
9
10   g. Schedule Transportation Assets. Exercise schedules are normally
11 entered into JOPES approximately 14 days before the available to load
12 date (ALD). (See Enclosure M, Appendix B for CTP information)
13
14   h. Requirement Allocation. Actual lift schedules with allocated
15 ULNs will be available in JOPES 14-21 days before exercise start date.
16
17   i. Transportation Execution. Aircraft and ships will move according
18 to the transportation schedule as much as possible. USTRANSCOM,
19 through AMC or MSC, will update aircraft or ship departure and arrival
20 times in their command and control systems that interface data to Global
21 Transportation Network (GTN). GTN interfaces data to JOPES.
22
23   j. Manifest Ships. Normally, the commander responsible for
24 operating the POE (in the case of exercises, the commander assigned
25 executive agent (EA) responsibility for a specific exercise as tasked in
26 JTPs) is responsible for entering actual manifested ULN passenger and
27 cargo information into command and control systems that interface data
28 to GTN. SDDC may accomplish this function. When an organization
29 other than SDDC operates the SPOE and loads the ship, then they will
30 pass ship manifest data through command channels to a level where it
31 can be entered into a system feeding GTN.
32
33   k. Manifest Aircraft. AMC will report aircraft manifest data in the
34 GATES. At other than AMC operated aerial ports; the command
35 operating the APOE enters final manifest information into command and
36 control systems that feed GTN.
37
38   l. Joint Reception, Staging, and Onward Movement and Integration
39 (JRSOI). The sponsoring command will plan and execute JRSOI of units,
40 personnel, and cargo arriving at seaports of embarkation (SPODs) and
41 aerial ports of debarkation (APODs) for the training event. JRSOI
42 planning starts, during the requirements-development process, so
43 necessary enabling forces can be identified prior to transportation
44 validation. The sponsoring command will coordinate necessary
45 distribution enabling forces prior to requirement validation. These

1   requirements may need refinement after transportation scheduling.
2   USTRANSCOM will initiate this refinement with the scheduling command
3   upon advice of the TCCs.
4
5   6.   Redeployment.
6
7   a. Planning. Planning and executing redeployment of units,
8   passengers, and cargo from the exercise area is not simply a reversal of
9   the deployment process. It requires the same planning steps shown in
10 paragraph 5 with some modifications listed below. Redeployment also
11 may start before the employment phase of the training event is
12 completed, so redeployment requirements may require validation at the
13 same time as deployment requirements. For small or medium exercises
14 (see Table M-2) the scheduling command shall use the same C-day for
15 deployment and redeployment.
16
17   b. Identify Requirements. The sponsoring command develops a
18 redeployment requirements database from the deployment requirements
19 database. The sponsoring command should reverse the POE and POD
20 pairs, and then set ALD at POE, earliest arrival date (EAD) at POD and
21 latest arrival date (LAD) at POD. In some cases the sponsoring command
22 may change the transportation mode and source for redeployment
23 because of operational considerations. For example, equipment deployed
24 by sea may be redeployed by air so it can be rapidly recovered for a
25 subsequent operation.
26
27   c. Check Requirement Sourcing. The sponsoring command's Service
28 components will review the redeployment requirements database and
29 identify those requirements for which they are responsible. They will
30 ensure the redeployment data accurately shows the numbers of
31 passengers and quantities of cargo to be returned from the exercise area.
32 The Service components will notify the sponsoring command when
33 requirements are confirmed. Requirements that will not be redeploying
34 from the exercise area will be deleted or coded in place.
35
36   d. Verify Requirements. USTRANSCOM will verify that validated
37 requirements are technically accurate and develop a support plan in
38 coordination with the TCCs within 3 to 4 days. This plan will be
39 provided back to the sponsoring command. USTRANSCOM executes
40 JOPES functions required to mark valid requirements as accepted for
41 transportation scheduling. TACC/AMC and SDDC should contact units,
42 personnel, and cargo owners to verify readiness for movement and to
43 coordinate port calls. Units shipping cargo by air will provide aircraft
44 load plan to AMC at T-50 but not later than T-31 IAW reference m.
45

1   e. Schedule Transportation Assets. Exercise schedules are normally
2   entered into JOPES approximately 14-21 days before the exercise start
3   date. (See Enclosure M, Appendix B for CTP information)
4
5   f. Requirement Allocation. Actual lift schedules with allocated ULNs
6   will be available in JOPES approximately 14 days before exercise start
7   date.
8
9   g. Transportation Execution. Aircraft and ships will move according
10   to the transportation schedule as much as possible. USTRANSCOM,
11   through AMC or MSC, will update aircraft or ship departure and arrival
12   times in their command and control systems that interface data to GTN.
13   GTN interfaces data to JOPES.
14
15   h. Manifest Ships. Normally, the commander responsible for
16   operating the POE (in the case of exercises, the commander assigned EA
17   responsibility for a specific exercise as tasked in JTPs) is responsible for
18   entering actual manifested ULN passenger and cargo information into
19   command and control systems that interface data to GTN. SDDC may
20   accomplish this function. When an organization other than SDDC
21   operates the SPOE and loads the ship, then they will pass ship manifest
22   data through command channels to a level where it can be entered into a
23   system feeding GTN.
24
25   i. Manifest Aircraft. AMC will report aircraft manifest data in the
26   GATES. At other than AMC operated aerial ports, the command
27   operating the APOE enters final manifest information into command and
28   control systems that feed GTN.
29
30   j. Reception Staging, and Onward Movement. The providing
31   organizations will plan and execute JRSOI of redeploying units,
32   personnel, and cargo arriving at SPODs and APODs from the training
33   event area. Redeployment JRSOI planning starts during the requirement
34   development process prior to T-160 so that necessary augmentation
35   forces can be identified prior to transportation validation. The providing
36   organizations will coordinate necessary transportation support forces
37   prior to requirement validation. These requirements may need
38   refinement after transportation scheduling. USTRANSCOM will initiate
39   this refinement with the scheduling command upon advice of the TCCs.
40
41   7.   Small Exercise-Consolidated Database. Some scheduling
42   commands have several small training events each year that require
43   force sourcing and common-user transportation for deployment and
44   redeployment (see Table M-2 for exercise size criteria). The scheduling
45   command may choose to use one database for deployment and

redeployment or to use one database for deployment and another database for redeployment. Database may be built for each calendar year. Use of a single exercise database does not negate the planning steps or milestones shown in paragraphs 5 and 6. However, the procedures are modified as shown below.

a. Requirements identification, sourcing, validation, and allocation are done using force module identifications (FMIDs) within the larger database.

b. C-day should be set so it corresponds to the correct Julian date. A separate C-day for each deployment and redeployment FMID is then provided in the scheduling command's exercise directive or TPFDD LOI. Validation data requirements and milestones remain the same for each FMID as shown in paragraphs 5 and 6.

c. USTRANSCOM and TCCs will verify, schedule, and allocate requirements to aircraft and ships as described in paragraphs 5 and 6, but restricted to the requirements in a single FMID.

d. Manifesting of aircraft and ships will be accomplished as described in paragraphs 5 and 6.

e. The necessity to plan and execute JRSOI is equally important for all training events.

8.   Changing Requirements and Schedules. In a dynamic operations environment, changes to both requirements and schedules due to forces beyond the control of the sponsoring command, supporting commands and agencies, and USTRANSCOM are expected. However, keeping controllable changes near zero will improve use of transportation resources and assets.

a. Requirement Changes. Changes to requirements after transportation validation often result from poor planning and represent a joint training deficiency in associated joint mission-essential tasks. Sponsoring commands will publish requirement change procedures in their exercise directive or in command standard procedures that implement the principles shown below.

(1) Before transportation validation, all deployment and redeployment requirements will be identified and either sourced or shortfall.

1   (2) After transportation validation, requirements will not be
2 changed without permission of the scheduling command and
3 coordination with USTRANSCOM.
4
5   (3) In addition, after transportation scheduling is complete,
6 requirements will not be changed without scheduling command's flag-
7 officer approval.
8
9   (4) Permitted magnitude of change without approval is shown in
10 Table M-3. Process for coordinating changes is shown in Table M-4.
11 Addition or deletion of a validated requirement requires scheduling
12 command approval. Change of any of the following data elements after
13 validation requires scheduling command approval: ALD, EAD, LAD,
14 POE, or POD. Even small changes should be coordinated with both the
15 scheduling command and USTRANSCOM to ensure effective use of
16 transportation resources and assets.
17

Transportation Mode	Revalidate When	Remarks
Sea, Dedicated Ship	10% increase or decrease in validated square feet or measurement tons for any requirement. Any change in number of passengers.	Any requirement changes that exceed capacity of single ship require scheduling command approval.
Sea, Less-Than-Ship-Load	Change within contracted capacity.	Terms of contract will dictate need for additional transportation funds and requirement for scheduling command approval. Coordinate with USTRANSCOM.
Air Passengers	Increase or decrease of 5 or more passengers for any validated ULN.	Multiple changes causing change in number and type of scheduled aircraft require scheduling command approval.
Air Cargo	Increase or decrease of 2 short tons or more for any validated ULN.	Multiple changes requiring additional aircraft require scheduling command approval. Addition of oversize cargo to bulk-only ULN or addition of outsize cargo to any ULN requires scheduling command approval.

Transportation Mode	Revalidate When	Remarks
Air or Sea	Addition or deletion of any ULN, HAZMAT, change of ALD, EAD, LAD, POE, or POD.	Changes to hazardous materials (HAZMAT) impact diplomatic clearance requirements.

Table M-3. Transportation Requirement Change Parameters

 b. Schedule Changes. Aircraft and ship schedules in GTN are basis for arranging transportation from origin to POE and from POD to destination. Changes to these schedules must be kept to a minimum. USTRANSCOM, through the TCCs, will update schedules in command and control systems that feed GTN as soon as change information is known and coordinate support requirement changes with transportation customers. USTRANSCOM will inform the scheduling command and affected transportation customers when any of the following happen:

Step	Process	OPR	Approval by
1	Forward change request, through command channels, to supporting command or agency.	Subordinate organization	Chain of command
2	Evaluate change request. Then either approve and forward to sponsoring command or disapprove and return to originator.	Supporting command or agency	Supporting command or agency*
3	Evaluate change request and coordinate with USTRANSCOM. Then either approve and forward to scheduling command or disapprove and return to supporting command or agency.	Sponsoring command	Sponsoring command*
4	Evaluate change request. Then either validate and forward to USTRANSCOM and sponsoring command or disapprove and return to sponsoring command.	Scheduling command	Scheduling command*
5	Reset Validation Dates to allow data changes after validation but before USTRANSCOM pull.	Scheduling command	Scheduling command
6	Reset Validation Dates to allow data changes after USTRANSCOM pull.	USTRANSCOM	Scheduling command*
7	Update requirements database(s).	Sponsoring command	Scheduling command

Step	Process	OPR	Approval by
8	Change transportation schedules.	TCC	Scheduling command
*After transportation scheduling is complete, general/flag officer request and/or approval required.			

Table M-4. Post-Validation Transportation Requirement Change Process

(1) Addition or deletion of an airlift mission.

(2) Addition or deletion of a ship voyage or cargo booking.

(3) Change of 2 hours or more in aircraft departure or arrival times at APOE or arrival at APOD. USTRANSCOM may advise transportation customers of changes at intermediate locations.

(4) Change of 12 hours or more in ship departure or arrival times at SPOE or arrival at SPOD.

9.   Planning Conferences and Transportation Planning.
Transportation planning should be a part of each planning conference. Scheduling the conferences before major transportation planning events and ensuring the correct people attend promotes effective use of resources and assets.

a. Sourcing is normally completed after the IPC.

b. The MPC should include adequate time and space for representatives from the sponsoring command, supporting commands and agencies, USTRANSCOM, and the TCCs to meet and work transportation requirements. Additionally, JRSOI plans and arrangements should be confirmed and requirements added to the database as necessary. The sponsoring command will record negotiated changes to deployment and redeployment requirements that are generated at the conference. The sponsoring command will update the deployment and redeployment databases prior to validation. Sealift and airlift requirements must be refined to a level that can be validated NLT T-60.

c. The FPC should be held before deployment TPFDD validation is required. Final confirmation of JRSOI arrangements and redeployment requirements must be completed at the FPC.

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2 APPENDIX A TO ENCLOSURE M
3
4 DATA REQUIRED FOR TRANSPORTATION SCHEDULING
5

Data Element	Data Owner
✋Unit Line Number (ULN)	Sponsoring Command
✋Unit Type Code (UTC)	Sponsoring Command
✋Providing Organization (PROVORG)	Sponsoring Command
✋Service	Sponsoring Command
✋Transportation Mode to POD	Sponsoring Command
✋Transportation Source to POD	Sponsoring Command
✋Port of Debarkation (POD)	Sponsoring Command
✋Port of Embarkation (POE)*	Sponsoring Command
✋Destination	Sponsoring Command
✋Transportation Mode to Destination	Sponsoring Command
✋Transportation Source to Destination	Sponsoring Command
✋Earliest Arrival Date at POD	Sponsoring Command
✋Latest Arrival Date at POD	Sponsoring Command
✋Required Delivery Date (RDD) at Destination	Sponsoring Command
✋Priority	Sponsoring Command
✋Unit Identification Code (UIC)	Sourcing Command or Agency
✋Unit Level Code	Sourcing Command or Agency
✋Unit Name	Sourcing Command or Agency
✋Origin Location	Sourcing Command or Agency
✋Transportation Mode to POE*	Sourcing Command or Agency
✋Sourcing Command or Agency	
✋Ready-to-Load Date at Origin	Sourcing Command or Agency
✋Available-to-Load Date (ALD) at POE*	Sourcing Command or Agency
✋Number of Passengers	Sourcing Command or Agency
Cargo Heavy Lift Code	Sourcing Command or Agency
✋Short Tons of Bulk, Oversize, Outsize, Not-Air-Transportable, and Total Cargo	Sourcing Command or Agency
✋Measurement Tons of Bulk, Oversize, Outsize, Not-Air-Transportable, and Total Cargo	Sourcing Command or Agency
✋Cargo and Equipment Detail**	Sourcing Command or Agency
Average Passenger Weights (If over 315 pounds)***	Sourcing Command or Agency

M-A-1

Data Element	Data Owner
Hazardous Cargo Information***	Sourcing Command or Agency
Special Mission Support Requirements***	Sourcing Command or Agency
ULN POC and Phone Number***	Sourcing Command or Agency

Notes:

✋ - Data elements are locked after the Validation data is set. Transportation schedule status flag is set to V, T, A, M, or B.

* - SDDC may change data element in coordination with sealift customer command and unit.

** - Includes cargo category code, cargo type, pieces, dimensions (length, width, height in inches), short tons, measurement tons, square feet (Level IV detail).

*** - Required information for airlift requirements. Enter ULN POC and phone number information in non-baseline data field of ULN details.

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3   APPENDIX B TO ENCLOSURE M
4
5   COMMERCIAL TICKET PROGRAM
6
7   1.   Purpose. This annex explains procedures for using the Joint Staff,
8   J-7 CTP to support joint training events. The CTP is intended to provide a
9   mechanism for individual commercial air travel during exercise execution
10 in circumstances where military airlift or commercial air charter is not
11 efficient or economical.
12
13 2.   General. The CTP distributes funds for those units that are
14 validated in the TPFDD. CTP funds transportation from APOE to APOD
15 only. CTP does not cover per diem or movement to the APOE or from the
16 APOD. The Joint Staff, J-7 manages the program. Scheduling
17 commands and USTRANSCOM use the CTP to make the best use of
18 transportation assets.
19
20 3. Procedures. CTP can be used only to move government personnel
21 between APOE and APOD who are participating in a joint training
22 exercise. Participants include USJFCOM exercise controllers, data
23 collectors, evaluators, players, and support staff. It does not include
24 people who are visiting the exercise site but not participating in joint
25 training. CTP is used only when USTRANSCOM-provided, common-user
26 transportation cannot satisfy the scheduling command's requirements.
27 CTP includes the following steps:
28
29   a. Select CTP Requirements. During the air transportation
30 scheduling and requirement allocation process, AMC may discover
31 requirements that are not airlift-feasible. These requirements normally
32 are moving from a location or at a time that precludes airlift service.
33 Additionally, the AMC verification process may reveal an inability of a
34 requirement owner to change its APOE or ALD to meet AMC-provided
35 airlift. For example, a Reserve unit may not be able to activate 2 days
36 early to move to an APOE to meet AMC airlift and can not be forced to
37 curtail their joint training in the exercise area to meet a predetermined
38 inactivation date. AMC will identify candidate CTP requirements to
39 USTRANSCOM (information copy to scheduling command) using record
40 communications NLT 20 days after scheduling command validation.
41
42   b. USTRANSCOM CTP Requirement Certification. USTRANSCOM
43 will review AMC-identified CTP requirements to determine if other

1 transportation options may be available and coordinate necessary
2 changes with transportation customers. Within 5 days of AMC
3 notification, USTRANSCOM will certify requirements that need CTP
4 funds to the scheduling command using record communications.
5
6   c. Scheduling Command Approval. The scheduling command will
7 review the certified requirements and either approves the use of CTP
8 funds or disapproves and directs appropriate changes to requirements
9 database or the training event. Approval or disapproval will be
10 completed NLT 5 days after USTRANSCOM transmitted certification.
11 Upon approval, the scheduling command will notify USTRANSCOM,
12 AMC, sponsoring command, and supporting commands and agencies of
13 approval using record communications.
14
15   d. USTRANSCOM Authorization. USTRANSCOM will send an
16 authorization message to Joint Staff, J-7, appropriate Service
17 headquarters, supporting commands and agencies, and the scheduling
18 command authorizing use of CTP funds to move requirements.
19 Authorization may be for one-way or round trip. If authorization is for
20 one-way as part of deployment, the scheduling and sponsoring command
21 must ensure return transportation is arranged. For each authorized
22 requirement, the USTRANSCOM message will include: ULN, unit name,
23 POE, number of passengers, round trip or one way, and cost of ticket(s)
24 for ULN. Additionally, the USTRANSCOM message will include a unique
25 CTP authorization number, the total dollar amount authorized by the
26 message, and the total dollar authorization by Service. The scheduling
27 command is responsible for ensuring Service component and major
28 commands participating in the CJCS exercise are notified of CTP
29 authorization.
30
31   e. Purchase Commercial Tickets. Passengers approved for CTP will
32 follow Service procedures for purchase of commercial tickets for official
33 government travel.
34

ENCLOSURE N

NATIONAL EXERCISE PROGRAM

1. <u>General</u>. Recent events have reemphasized the critical importance of timely integrated planning, decision making, strategic coordination, and operational awareness of federal, state, local and private sector officials. Currently, departments and agencies of the federal government conduct exercises independently and link exercises between departments as an exception to the rule. The numerous exercise programs, scheduled independently, creates a very difficult and turbulent exercise schedule as more and more departments and agencies are focusing exercise objectives on interagency coordination.   As a result, the lack of a clear, concise governing directive for the conduct of well coordinated strategic level federal exercises, spurred the development of the National Exercise Program (NEP) reference t.

2. <u>Purpose</u>. The purpose of this enclosure is to describe the NEP to the combatant commands, the Joint Staff Directorates and all other DOD audiences to increase awareness and improve exercise coordination.

3. <u>Overview</u>. The NEP is a top-down driven exercise framework under the leadership of the White House through the Policy, Training, Exercises and Evaluation Policy Coordinating Committee (PTEE PCC). The PTEE PCC functionally runs the program and has representatives from all federal departments and agencies that participate in exercises. The NEP is a program that provides the overall framework for the coordination of all federal exercises. The program includes processes to examine and improve the Nation's ability to prevent, prepare for, respond to and recover from terrorist attacks, major disasters and other emergencies. Planning events and exercise coordination conferences will be conducted annually and will be used to develop a top-level 5-year exercise schedule that will subsequently be used by all departments, agencies and their subordinate elements to better synchronize the exercises conducted at the national and regional levels.

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ENCLOSURE O

SIGNIFICANT MILITARY EXERCISE REPORTING

1. Criteria. The CJCS exercise program consists of exercises utilizing CJCS exercise program funds (transportation funding in Enclosure P, transportation planning in Enclosure M, and exercise-related construction as discussed in Enclosure Q). Exercises not nominated by the scheduling commands for use of CJCS exercise program funding, but requiring a Significant Military Exercise Brief (SMEB), will be included in JTIMS for tracking and/or reporting purposes. These "SMEB-only" exercises are not considered part of the CJCS exercise program and are ineligible for program funding.

2. SMEB Requirements. See reference o and u for detailed SMEB reporting criteria.

3. Schedule of Significant Military Exercises (SME).

    a. Scheduling combatant commands will ensure their exercises are updated in real time in the JTIMS database. Combatant commands are required to keep JTIMS up to date on a continuous basis.

    b. In addition to the continuous update above, the Joint Staff will notify scheduling combatant commands via message to ensure final accuracy of their exercises in the JTIMS database in preparation for the deconfliction conference and semiannual WJTSC.

4. SME,

    a. Significant military exercises, as defined by reference n and u, require submission of a SMEB to the Chairman for NSC concurrence. The specific format for the SMEB is in Enclosure O, Appendix A. Once the SMEB has been fully coordinated at the national level, the Joint Staff, J-7 will provide notification of approval to the scheduling combatant command.

    b. For those exercises requiring a SMEB, scheduling commands will submit a detailed SME message to Joint Staff, J-7 NLT 50 days before the established critical cancellation date (CCD). In the event a combatant command is unable to comply with the required timelines, but nevertheless seeks to conduct an SME, the proposal shall be forwarded with amplifying

1 details and justification. Format, addresses and guidance are listed in
2 Enclosure O, Appendix A.
3
4   c. The CCD is determined by the scheduling command and is the last date
5 on which the exercise can be canceled without a severe impact on political,
6 financial, or force commitments. The CCD will normally be a date (other than
7 weekends and holidays) from 7 to 30 days in advance of the employment start
8 date. An earlier date may be necessary when a long-lead commitment is
9 required for exercise or host-country planning.
10
11   d. Final review and concurrence of the exercise is provided by the NSC
12 Staff on behalf of the President of the United States. Joint Staff, J-7 will notify
13 the scheduling command of final approval, disapproval or changes.
14
15   e. No public announcement of the exercise will be made by the scheduling
16 command until exercise approval has been received. ASD Public Affairs (PA)
17 must approve exercise public affairs releases.
18
19   f. Combatant commands will ensure that, with regard to exercises
20 involving US and foreign forces, the appropriate US embassy is notified before
21 any firm proposals are made to foreign military officials. This procedure will
22 provide the Department of State an opportunity to assess political ramifications
23 early in the exercise planning.
24
25 5. Amendments. The scheduling command will report significant
26 amendments to submitted SMEs without delay, to the same addressees as the
27 original SME. Major changes include exercise scope, dates, type of forces
28 (Services, active, guard/reserves), force levels, training objectives and major
29 combatants.
30

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3   APPENDIX A to ENCLOSURE O
4
5   SIGNIFICANT MILITARY EXERCISE BRIEF FORMAT
6
7
8   (USE GENADMIN MESSAGE TEXT FORMAT)
9
10   (FROM): (APPLICABLE COMBATANT COMMANDER)//JXXX//
11
12   (TO): JOINT STAFF WASHINGTON DC//J7-JEXD//
13
14   (INFO): JOINT STAFF WASHINGTON DC//J3/J4/J5//
15
16   SECDEF WASHINGTON DC//ASD:ISA// (FOR ALL)
17
18   SECDEF WASHINGTON DC//ASD:SO/LIC (FOR ALL)
19
20   SECDEF WASHINGTON DC//ASD: ISP (FOR ALL)
21
22   SECDEF WASHINGTON DC//ASD (PA)//   (FOR ALL)
23
24   SECDEF WASHINGTON//DOD OGC
25
26   SECSTATE WASHINGTON DC//PM-ISP//
27
28   (AS APPLICABLE)
29   AMEMBASSY
30   COMPONENTS
31   MIL SPT GP
32   OTHER COMBATANT COMMANDERS
33   SERVICES
34   APPROPRIATE DEFENSE AGENCIES
35   SUPPORTING UNITS
36   USTRANSCOM/AMC/MSC/SDDC
37
38   (CLASSIFICATION)
39
40   EXER/(EXERCISE NAME)//
41   MSGID/GENADMIN/(ORIGINATOR)//
42   SUBJ/SIGNIFICANT MILITARY EXERCISE BRIEF (U)//
43   REF/A/(AS APPLICABLE)//

O-A-1

1 POC/ (NAME)/ (RANK)/(PRIMARY PHONE)/-/(LOCATION) (INCLUDE FULL
2 CLASSIFIED EMAIL ADDRESS)//RMKS/
3
4 1. ( ) EXERCISE NAME.
5 2. ( ) GEOGRAPHIC AREA. PROVIDE THE NAMES OF CITIES, PORTS,
6 BASES, ISLANDS, SEA AREAS, ETC., WHERE THE EXERCISE SHALL OCCUR.
7 (PROVIDE ENOUGH INFORMATION FOR JOINT STAFF TO PLOT THE
8 EXERCISE AREA ON A MAP FOR NSC).
9 3. ( ) DATES. (EMPLOYMENT DATES OF THE EXERCISE)
10 4. ( ) CRITICAL CANCELLATION DATE.
11 5. ( ) TYPE. (FTX, CPX, CAX)
12 6. ( ) PURPOSE. (INCLUDE VERBIAGE ON JMETS EXERCISED AND
13 OVERALL EXERCISE OBJECTIVES.)
14 7. ( ) OPERATION PLAN EXERCISED.
15 8. ( ) POLITICAL IMPLICATIONS.
16 A. ( ) U.S. COMMITMENTS TO PARTICIPATING NATIONS.
17 B. ( ) DATES COMMITMENTS MADE. (FOR COMMITMENTS WITH
18 PARTICIPATING NATIONS AND EMBASSIES.)
19 C. ( ) OTHER POLITICAL IMPLICATIONS. (NOTE ANY NOTIFICATION
20 REQUIREMENT UNDER TREATIES OR INTERNATIONAL AGREEMENTS.
21 SHOULD THE EXERCISE INCLUDE THE SIMULATED USE OF NUCLEAR OR
22 OTHER UNCONVENTIONAL WEAPONS, DESCRIBE ANY EXPECTED
23 POLITICAL IMPLICATIONS. NOTE ANY SPECIFIC EXERCISE ACTIVITY
24 REQUIRING CONSIDERATION BY AN INTERAGENCY GROUP. IF HOST-
25 NATION APPROVAL IS NEEDED TO BEGIN EXERCISE PLANNING, STATE
26 WHEN APPROVAL IS REQUIRED.)
27 9. ( ) POLITICAL-MILITARY SCENARIO SUMMARY. (ANY SCENARIO SHOULD
28 HAVE BEEN INITIALLY COORDINATED THROUGH THE APPROPRIATE U.S.
29 EMBASSY. IF NO SCENARIO EXISTS OR IF ANY SCENARIO CONTAINS NO
30 POLITICAL ASSUMPTIONS, A STATEMENT TO THAT EFFECT SHOULD BE
31 MADE.)
32 10. ( ) SUMMARY OF KEY EXERCISE EVENTS. (PLACE IN CHRONOLOGICAL
33 ORDER, WITH LOCATIONS. SPECIFICALLY, IDENTIFY ANY EXERCISE EVENT
34 REQUIRING CONSIDERATION BY AN INTERAGENCY GROUP.)
35 11. ( ) DIRECTING HEADQUARTERS.
36 12. ( ) PARTICIPATING COMMANDS, HEADQUARTERS, AND FORCES.
37 A. ( ) UNITED STATES. (LIST IN ORDER OF ARMY, NAVY, AIR FORCE,
38 AND MARINE CORPS. AVOID ABBREVIATIONS OF COMMANDS. INCLUDE
39 MAJOR UNITS AND APPROXIMATE NUMBER AND TYPE OF PERSONNEL,
40 SHIPS, AND AIRCRAFT. INCLUDE TOTAL U.S. FOOTPRINT ASHORE.
41 NUMBER OF CONUS DEPLOYERS AND HOME STATION).
42 B. ( ) OTHER FEDERAL AGENCIES OR DEPARTMENTS.
43 C. ( ) PARTICIPATING NATIONS. (LIST BY COUNTRY, IF NECESSARY.)
44 D. ( ) TOTAL. (APPROXIMATE NUMBER OF U.S. AND TOTAL NUMBER OF
45 PARTICIPATING NATION PERSONNEL (BY COUNTRY. IF ONE COUNTRY,

THEN BY SERVICE), FOLLOWED BY NUMBER OF U.S. PARTICIPANTS BY
SERVICE.)

E. ( ) TOTAL NUMBER OF U.S. PERSONNEL DEPLOYING FROM ASSIGNED
HOME STATION SOLELY TO SUPPORT THE EXERCISE.

13. ( ) SIMULATED USE OF WEAPONS OF MASS DESTRUCTION. (STATE
"NONE," IF APPLICABLE).

14. ( ) COUNTERDRUG-RELATED OPERATIONS OR TRAINING IN
EXERCISES. (IF NONE, SO STATE. IF YES, PROVIDE THE INFORMATION IN
ENCLOSURE O, APPENDIX B EACH PORTION OF THE EXERCISE THAT IS
CD-RELATED.)

15. ( ) RECOMMENDED PUBLIC AFFAIRS POLICY.

A. ( ) (INCLUDE ACTIVE OR PASSIVE, WITH RATIONALE. GIVE
STATEMENT OR QUESTIONS AND ANSWERS TO USE. PROVIDE AGENCY
RESPONSIBLE FOR PA POLICY. PROVIDE PROPOSED GUIDANCE TO
ASD(PA) NLT 2 WEEKS PRIOR TO EXERCISE EMPLOYMENT START DATE.
INITIAL NEWS RELEASE SHOULD NORMALLY COINCIDE WITH THE
EMPLOYMENT START DATE. ANY EXCEPTION TO THIS POLICY SHOULD BE
REQUESTED AND JUSTIFICATION PROVIDED.)

B. ( ) (IDENTIFY HTTP ADDRESS WHERE BRIEFING SLIDES AND
ADDITIONAL ELECTRONIC INFORMATION FOR THIS EXERCISE CAN BE
FOUND.)

16. ( ) GENERAL POLICY CONSIDERATIONS.

A. ( ) DIPLOMATIC INFORMATION. (INCLUDE COORDINATION WITH
EMBASSY, IF APPLICABLE.)

B. ( ) SECURITY RESTRICTIONS.

C. ( ) FORCE PROTECTION. (PROVIDE FORCE PROTECTION PLAN
INFORMATION. INCLUDE, AS A MINIMUM, HOW FORCE PROTECTION
PROCEDURES AND TRAINING SHALL BE IMPLEMENTED. ALSO INCLUDE
THE CURRENT THREAT CONDITION (ALPHA, BRAVO, ETC.) FOR THE
LOCATION OF THE EXERCISE AND THE TERRORIST THREAT LEVEL
(SIGNIFICANT, HIGH, ETC.)

17. ( ) PERCEPTION MANAGEMENT. (ASSESSMENT OF PERCEPTION OF
U.S. AND ALLIED STRATEGY AND MILITARY CAPABILITY.)

18. ( ) ADDITIONAL REMARKS.

A. ( ) NUMBER OF U.S. FORCES AND EQUIPMENT REMAINING IN
COUNTRY AS A RESULT OF ANY PREVIOUS EXERCISE.

B. ( ) NUMBER OF U.S. FORCES AND EQUIPMENT REMAINING IN
COUNTRY AS A RESULT OF THIS EXERCISE.

C. ( ) ENVIRONMENTAL CONSIDERATIONS. (REPORT ENVIRONMENTAL
SURVEYS OR IMPACT STATEMENTS ON FILE. INCLUDE SIGNIFICANT
INITIATIVES TO MINIMIZE EXERCISE IMPACT ON THE ENVIRONMENT.
IDENTIFY AGENCY CONDUCTING ENVIRONMENTAL SURVEY OR
ASSESSMENT, IF APPLICABLE.)

D. ( ) LEGAL GUIDANCE. PRIOR TO NEGOTIATING ANY HOST-NATION
SUPPORT, EXERCISE PARTICIPANTS SHALL ENSURE COMPLIANCE WITH

1 *[PERTINENT REGULATIONS/GUIDANCE]* FOR POLICIES AND PROCEDURES
2 GOVERNING INTERNATIONAL AGREEMENTS AND HOST NATION SUPPORT.
3 E. ( ) STATUS OF FORCES. THE U.S. AND *[COUNTRY]* AGREED TO STATUS
4 PROTECTIONS FOR U.S. DEFENSE PERSONNEL PURSUANT TO AN *[CITE*
5 *APPLICABLE AGREEMENT AND DATE. IF NO AGREEMENT, SO STATE, AND*
6 *DISCUSS BASIS FOR PROCEEDING WITHOUT AGREEMENT).*
7 F. ( ) IMMIGRATION GUIDANCE. PASSPORTS AND VISAS *[ARE / ARE NOT]*
8 REQUIRED. MILITARY ID AND ORDERS *[ARE /ARE NOT]* REQUIRED.
9 COUNTRY AND THEATER CLEARANCE MUST BE SUBMITTED NLT [*XX*] DAYS
10 PRIOR TO PLANNED TRAVEL. REFER TO THE DOD FOREIGN CLEARANCE
11 GUIDE FOR [*COUNTRY*].
12 G. ( ) RULES OF ENGAGEMENT. FOR NON-EXERCISE PURPOSES, THE
13 STANDING ROE FOR U.S. FORCES PUBLISHED BY THE CJCS, CJCSI
14 3121.01A, DATED 15 JAN 00, [AND (*COCOM*) THEATER SPECIFIC ROE (*CITE*
15 *APPLICABLE GUIDANCE*) SHALL BE USED.
16 H. ( ) FUNDING. *[COCOM/COMPONENT ORGANIZATION]* SHALL FUND STRAT
17 LIFT AS PREVIOUSLY COORDINATED. */COCOM/COMPONENT*
18 *ORGANIZATION]* SHALL FUND ALL ADDITIONAL COSTS. DISCUSSION *OF*
19 *OTHER PERTINENT FUNDING ISSUES, AS NECESSARY].*
20 I..( ) FOREIGN CLAIMS. THE CLAIMS AUTHORITY FOR [*COUNTRY*] IS THE
21 [*NAVY/AIR FORCE/ARMY*]. ALL CLAIMS ARISING FROM [*SMEB NAME*] SHALL
22 BE FORWARDED TO [*ORGANIZATION*] FOR RESOLUTION.
23 J.( ) CROSS COMMAND COORDINATION. FOR EXERCISES AND/OR EVENTS
24 WITH THE MILITARY FORCES OF NATIONS IN ANOTHER COMBATANT
25 COMMANDER'S AOR, LIST THE POINTS OF CONTACT WITHIN THE
26 APPROPRIATE COMBATANT COMMAND WITH WHOM THE DETAILS OF THE
27 EXERCISE AND/OR EVENT HAVE BEEN COORDINATED.//
28
29 DECL/(DOWNGRADING INSTRUCTIONS)// (INCLUDE WHO CLASSIFIED THE
30 MATERIAL AND THE DECLASSIFICATION DATE).
31

APPENDIX B to ENCLOSURE O

COUNTERDRUG SMEB GUIDELINES

1. SMEBs for exercises that include counterdrug-related operations or training will provide the following information for each portion of the exercise that is CD-related:

a. Specific mission of the military unit involved in this portion of the exercise and the source of US support (in-theater or Continental United States (CONUS)). If intelligence assets will be supporting, then Service General Counsel approval must be obtained.

b. Proposed dates of arrival in and departure from the host nation for the unit(s) involved in this portion of the exercise.

c. Status of approval of host country, US ambassador, and appropriate combatant commander. If host-nation approval is not yet obtained, SMEB must contain a statement as to when such approval is expected.

d. Funding arrangements (mission statements must be consistent with funding determination).

e. Statement of established chain of command for the unit(s) participating in this portion of the exercise.

f. Assessment of threat to US personnel involved in this portion of the exercise.

g. Numbers of personnel and arms involved in this portion of the exercise.

h. Rules of engagement and/or use of force measures and a statement that US military forces will not accompany host-nation or DEA forces on counterdrug missions or participate in any activity in which hostilities are imminent.

i. Proposed public affairs policy and objectives for this portion of the exercise should be included in accordance with reference v.

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3   ENCLOSURE P
4
5   FUNDING
6
7   1.   Funding Overview. Joint Staff J7 has oversight and management
8   responsibility for sever.al funds that support joint training and exercise
9   programs. The Combatant Command Exercise Engagement (CE2) Defense
10 Wide Account is a primary source of funding to support the joint training
11 program. Details of the CE2 are found in the CE2 Business Rules (reference w)
12 and in Enclosure P, Appendix A. The Joint Exercise Program (JEP) is the
13 principal means by which the CJCS and combatant commands fulfill their joint
14 training responsibilities under Title 10. The funding is programmed and
15 managed by several headquarters activities. The J-7 is the office of primary
16 responsibility (OPR) for JEP transportation funding to include airlift, sealift,
17 port handling (PH) and inland transportation (IT) (See Enclousre P, Appendix
18 B). Exercise Related Construction (ERC) includes unspecified minor
19 construction supporting in progress or planned outside continental United
20 States (OCONUS) exercises and is centrally managed by the Joint Staff
21 Logistics Directorate (See Enclosure P, Appendix C). Joint Staff J7 also
22 provides oversight and monitors execution of the Developing Country
23 Combined Exercise Program (DCCEP) and Bilateral Cooperation Program for
24 Developing Countries, Personal Expenses (PE) (See Enclosure P, Appendix D)
25
26   a. The Services and USSOCOM are responsible for funding all other
27 exercise costs, known as incremental expenses, such as consumable supplies,
28 per diem, non-aviation fuel and communications. Incremental funding does not
29 include those outputs funded in other Service accounts such as flying hours
30 steaming days, or vehicle miles.
31
32   b. The Joint Exercise Program does not fund non-US costs or foreign
33 military interaction activities; only exercises in the Joint Exercise Program are
34 eligible for transportation funding under the Joint Exercise Program Element.
35 Details are found in reference s.
36
37 2.   Combatant command and Service Roles in the Funding Process. The
38 importance of the roles of the combatant commands and Services in the
39 funding process cannot be overemphasized. Combatant commands, Services
40 and USSOCOM components program and budget for exercise transportation
41 funding through normal PPBS procedures (Figure P-1 shows the PPBS
42 milestones and Joint Training planning and programming cycle). POM
43 transportation requirements are based on combatant command and Service
44 estimates. The accuracy of combatant command and Service estimates and

1   the viability of the combatant command's joint training program contribute to
2   the Joint Staff's ability to successfully describe and defend the program.
3   Quality input with regard to the impact of reduced funding levels provides
4   background used to answer questions, which arise during the budget review
5   process, and defend exercise requirements against proposed reductions.
6   Combatant commands may also verbalize the importance of exercise funding
7   via other avenues such as integrated priority lists and direct input to OSD or
8   Congress. A strong position supporting exercise requirements, submitted by
9   the combatant commands in a timely manner, contributes significantly to
10   program resource development and sustainment.
11

Joint Training, Planning, and Programming Cycle

Select PPBS Milestones

① Execution Year: Release Execution Guidance
② POM Year: Issue POM Program Guidance & DOD Joint Training Strategy
③ Execution Year: Release Mid-Year/UFR Call
④ POM Year: Review POM Inputs from Services
⑤ POM Year: Release Draft to COCOMs and Services for Comment
⑥ POM Year: Develop BES Submission
⑦ POM Year: Submit Joint Training BES to USD (C)
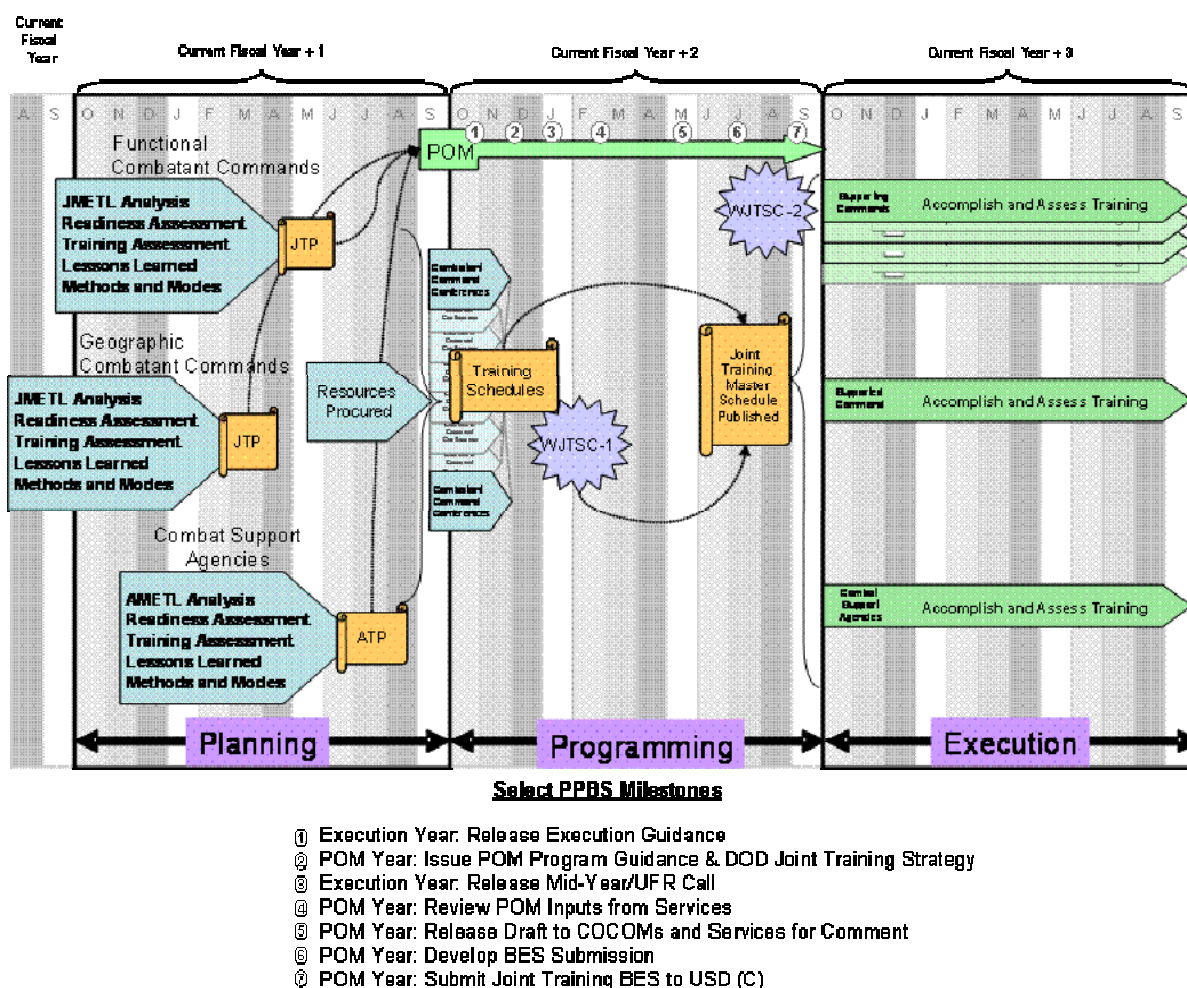
12
13
14   Figure P-1. Joint Training, Planning, and Programming Cycle
15
16   3.   Humanitarian Assistance (HA) and Humanitarian Civic Assistance.
17   (HCA) funding is managed by the Joint Staff Logistics Division. Combatant
18   Command exercise planners will coordinate their HCA/HA requirements with

Enclosure P

1 their command logistics representatives IAW local policy and procedures.
2 Typically, this involves an annual submission and approval process.
3
4   a. HA projects are intended to advance strategic objectives of the United
5 States. Projects should complement but must not duplicate/replace the work
6 of other US Government relief agencies. The embassy country team is
7 accountable for all DOD HA provided in their country and close coordination
8 should be made with the embassy country team on proposed projects. Upon
9 completion, all HA projects must be owned by the host nation government. HA
10 projects must benefit the civilian population of the host country by addressing
11 legitimate and basic humanitarian needs of the targeted population and
12 generate a sustained humanitarian impact. HA projects may not benefit
13 foreign militaries or paramilitary groups, such as through training or donated
14 materiel. Participation by US military forces is essential and must be
15 maximized.
16
17   b. HCA projects are authorized by Title 10, US Code, Chapter 20, Section
18 401, which authorizes US military forces to conduct HCA activities while
19 deployed overseas for training, readiness exercises, or operations. HCA
20 funding covers only incremental expenses such as consumable materials,
21 supplies, and limited services. HCA projects are "add-on" events to primary
22 exercise objectives. The main objective of HCA events must be to train US
23 forces in austere environments, giving them field experience. The local
24 population should also benefit from not only US knowledge and expertise, but
25 seeing the US personnel in uniform executing projects that benefit their way of
26 life.
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APPENDIX A TO ENCLOSURE P

COMBATANT COMMAND EXERCISE ENGAGEMENT (CE2)
DEFENSE-WIDE ACCOUNT

1.   <u>CE2 Defense-Wide Account</u>. The CE2 account consolidates joint training program funding and applies efficiencies against new mission areas and existing gaps and shortfalls. Funds will be appropriated to the account and executed within their original appropriation (research, development, test and evaluation (RDT&E), operations and maintenance (O&M), or Procurement) to support specific programs. Emerging mission areas, gaps, and shortfalls will be analyzed continuously and funding reallocations (within appropriations) made as required, with maximum flexibility within fiscal constraints. The CE2 account is part of the Defense-Wide combatant command Exercise Engagement and Training Transformation (CE2T2) account. Specific business rules that apply to the CE2 portion of the account are published separately (reference w).

     a. The CE2 is managed through a Stakeholder Leadership Team (SLT). The CE2 SLT is comprised of primary and advisory members. Primary members consist of O-6/GS-15 (principal plus one) representatives from each combatant command, OUSD (Readiness), and Joint Staff J-7. Primary members are the decision makers for the CE2 POM build, annual Program Execution Plan (PEP), and prioritization and allocation of funds within the CE2 account. Advisory members support the SLT decision making process. "Standing" advisory members consist of designated representatives (one each) from the Services. The combat support agencies and other organizations become advisory members by invitation from a primary member and approval by the SLT.

     b. Joint Staff J-7 chairs the CE2 SLT and serves as the CE2 Account Manager on behalf of the combatant commands. Joint Staff J7 is responsible for the program management, development of the CE2 PEP, and execution of the CE2 Program in accordance with the PEP. Joint Staff also validates collaboratively adjudicated realignment of resources.

     c. Combatant commands are the primary voting members of the CE2 SLT. They request realignment of resources through the account manager and will prioritize allocation of discretionary spending based on the Delphi method.[4]

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[4] The Delphi method is a silent voting technique used to achieve consensus.

1   Additionally, the combatant commands support the Joint Staff in developing
2   the Program Plan Increment, Budget Estimate Submission (BES), and
3   PEP/Obligation Plan.
4
5   2.   The CE2 major activities. Currently, the following major activities occur.
6   (Note, transportation funding in the JEP is not part of the CE2):
7
8   a. JTIMS provides the joint warfighter a web-based, collaborative
9   automated tool set supporting all four phases of the JTS. JTIMS uses a spiral
10 development approach to expand the capabilities aligned to support the JTS.
11
12   b. The JTS Specialist Program provides JTSS, JIATS, and JLLPS to the
13 combatant commands, CSAs, Services, NGB, and other US Government
14 departments and agencies to integrate emerging joint training issues,
15 requirements, and lessons learned into a cohesive Joint Training program that
16 supports the combatant commands and CJCS in implementing Joint Training
17 across the DOD.
18
19   c. The Joint Training Facilitator Specialist Program provides on-site JTFS
20 for individual/staff training to the combatant commands. JTFS provide
21 support for the development of policy, plans, procedures, actions, and
22 milestones required for the development and conduct of combatant command
23 individual and staff joint training programs.
24
25   d. Combatant Command Headquarters Support (formerly Service
26 Executive Agent support). This program provides funding to combatant
27 command training and exercise programs. It covers associated costs that
28 combatant command headquarters incur to execute their training/exercise
29 programs. These funds are essential to each combatant command to ensure
30 their readiness to conduct their assigned operational missions.
31
32   e. JWFC Support for Combatant Command Exercises. JWFC provides
33 training support to combatant commander joint and multinational training
34 exercises. The JWFC provides common joint training support and maintains
35 overarching architectures and standards for joint training which address
36 exercise support and maintenance of training infrastructure to include network
37 modeling and simulation capabilities. JWFC funding is committed to
38 supporting two prioritized exercises per year for each combatant and one per
39 year for Joint Staff Eligible Receiver series exercise.
40
41   f. Joint Task Force/Functional Component Headquarters (JTF/FC HQ)
42 Certification. This program provides funding for combatant commanders to
43 certify the readiness of assigned headquarters staffs designated to perform as a
44 joint task force (JTF) or functional component headquarters staff. This
45 program supports the provision of additional joint enabling capabilities to

1 better replicate the operational environment necessary to certify a potential JTF
2 or FC HQs in an existing exercise or to fund a separate exercise necessary for
3 certification.
4
5   g. Training Capabilities Analysis of Alternatives (TCAoA) Alternatives 4
6 and 5. The TCAoA provides funding to develop innovative acquisition
7 approaches such that the training audience is able to procure joint training
8 capabilities more efficiently and effectively utilizing firm, fixed-price contracts;
9 and low cost alternatives to large-scale constructive simulations that address
10 the full spectrum of joint training at the combatant commands and JTF
11 individual and staff levels. The JNTC Joint Management Office (JMO) will
12 manage the program by leveraging the existing business model for analyzing,
13 validating, and prioritizing requirements.
14
15   h. JNTC Support Element (SE) Program. The JNTC SE Program provides
16 JNTC operational and technical subject matter experts to the combatant
17 commands, NGB, and other US Government departments and agencies to
18 integrate complex elements of JNTC into a cohesive program that supports the
19 combatant commands in implementing T2/JNTC across DOD.
20
21   i. Regional Security Cooperation Network (RSCN) Program. The RSCN
22 program assists in the development of open source and open standards based
23 collaborative Advanced Distributed Learning (ADL) capabilities to enhance the
24 multinational collective training environment. The program has developed
25 products and tools that enable multinational aspects of the JNTC by providing
26 freeware to the multinational training community.
27
28   j. Joint Deployment Training Center (JDTC). JDTC is the sole training
29 provider for functional users on the Joint Operational Planning and Execution
30 System (JOPES), Common Operational Picture (COP), and Integrated Imagery
31 and Intelligence (I3) as well as five other approved Global Command and
32 Control System-Joint applications. The JDTC's main objective is to produce
33 trained and qualified personnel, ready to support joint operations.
34
35 3.   Account Fund PPBE Cycle. The Account Manager will host quarterly CE2
36 SLT Meetings to finalize decisions affecting the account (see Figure P-A-1).
37 Spring and fall meetings will be held in conjunction with the WJTSC. Summer
38 and winter meetings will be conducted by video teleconference. Prioritized
39 exercise support requirements will be locked in at the Spring WJTSC and
40 address two years from the current year. For example, at WJTSC 07-1,
41 exercise support for FY09 will be agreed to.
42
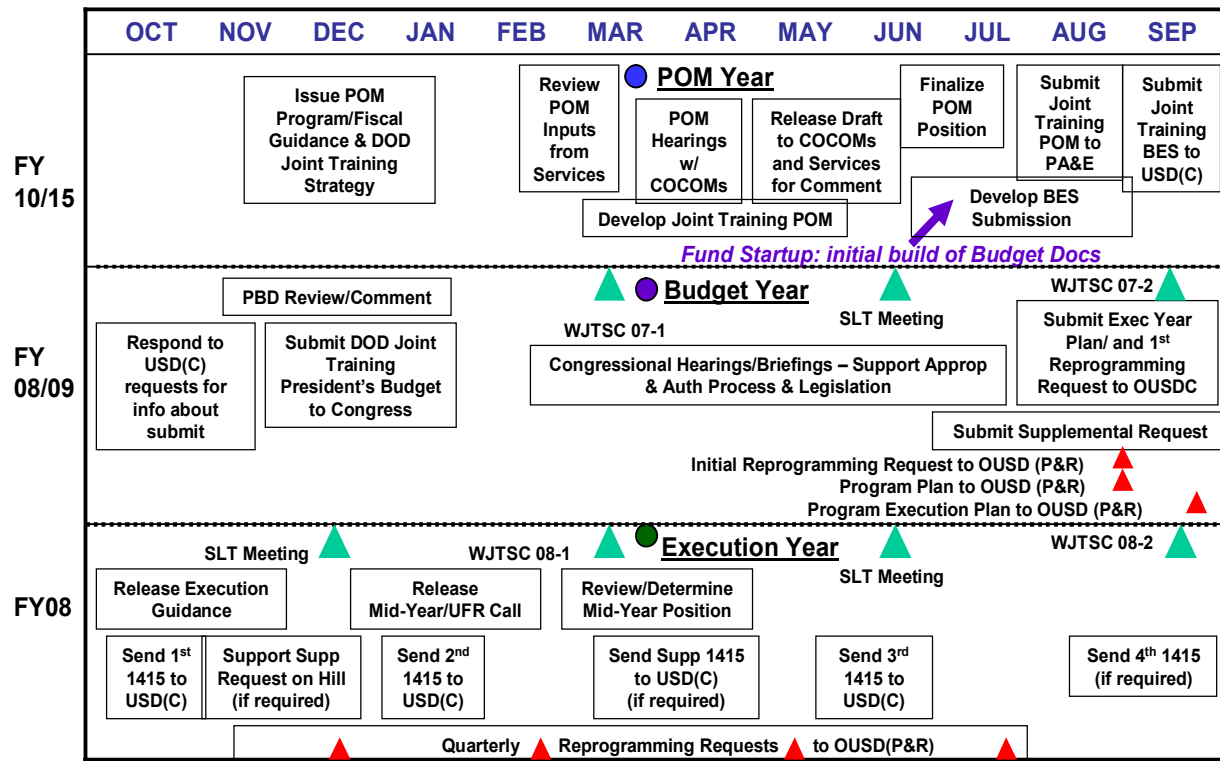
Figure P-A-1. Planning, Programming and Budgeting Cycle

APPENDIX B TO ENCLOSURE P

TRANSPORTATION FUNDING

1. Background. Transportation funding is managed by the Joint Staff, J-7 IAW reference s. The current management process with its coordinated planning, centralized funding, and decentralized execution is intended to prevent degradation of the overall program that could result from conflicting interests among combatant commands and the Services. The process also allows the commanders the flexibility to determine how to best apply available resources to accomplish their training requirements. Therefore, the combatant commands design their own joint training programs consistent with their regional and/or functional combatant command priorities, while the Joint Staff coordinates exercise scheduling and allocates exercise funding. Typically combatant command JTPs contain an execution year, a budget/programming year and two planning years.

  b. Planning. For combatant commander-sponsored exercises, transportation requirements are refined for the current year and estimated for the subsequent 4 years. These requirements are in JTIMS in each combatant commander's joint training plan (JTIMS Stratlift module discussion in step 5 of the J/ATP development process in Enclosure D). This document then serves as the planning document for programming transportation resources. Hence, the planning phase of the PPBS is primarily a combatant command responsibility.

  c. Programming. Transportation cost planning factors (for example airlift hours and steaming days) contained in JTIMS are published in JTIMS by the CJCS exercise program manager J-7 using inflation factors contained in OSD's Program Objective Memorandum (POM) guidance. These airlift and sealift costs, together with PH and IT estimates provided by the Services, serve as the foundation for the POM submission. The POM submission is reviewed during the summer months, with the program manager typically addressing requirements, shortfalls, and their impact to various levels of leadership as required. Any adjustments to program funding made by OSD are then transmitted through a program decision memorandum, which is the mechanism used to adjust the Future Year Defense Program in preparation for the budgeting phase.

  d. Budgeting. Typically, not all transportation requirements identified in the POM are funded. Consequently, Joint Staff, J-7 must apply resource constraints to combatant command transportation requirements and issue specific funding targets to the combatant commands and Services for their

P-B-1

1   exercises. Budget year funding targets (usually current year plus 2) are
2   usually released in early July. Combatant commands must then update their
3   programs accordingly in JTIMS, reflecting funded and unfunded exercises.
4   Combatant commands in coordination with their Service components will
5   provide the Joint Staff, J-7 with a separate spending plan by exercise,
6   reflecting both funded and unfunded requirements for all classes of JEP
7   funding; airlift, sealift, PH and IT cost estimates by exercise. These resource-
8   constrained, updated requirements form the basis for the budget estimate
9   submission to OSD in September. Any further adjustments to program
10   funding made by OSD as part of the budget review are transmitted via Program
11   Budget Decision. At the very least, program adjustments are usually required
12   to reflect revised airlift and sealift rates. Program adjustments (whether
13   increases or decreases) result in changes to combatant command and Service
14   spending targets, requiring further revision to spending plans. This revised
15   program becomes the basis for the President's Budget Submission to Congress
16   in January.
17
18   e. Execution. Joint Staff, J-7 will confirm final combatant command and
19   Service transportation spending targets for the execution year, once Congress
20   enacts the appropriation. Several items specific to program execution merit
21   attention:
22
23   (1) Realignment of Funds. Excess transportation funds resulting from
24   the cancellation or downscaling of an exercise revert to Joint Staff control.
25   These funds are then used to offset execution year program funding reductions
26   or are reallocated to other high-priority requirements. The affected combatant
27   command or Service may request to internally realign the funds to unfunded
28   requirements.
29
30   (2) Distribution of Funds. Transportation funds are distributed from
31   the Joint Staff to Air Mobility Command for airlift, Military Sealift Command
32   (MSC) for sealift, to Surface Deployment and Distribution Command (SDDC)
33   and the Services for PH and IT, and to the Services for Commercial Ticketing
34   Program.
35
36

APPENDIX C TO ENCLOSURE P

EXERCISE-RELATED CONSTRUCTION

1.   Exercise-Related Construction. ERC is defined as an unspecified minor military construction project, outside of the United States, in support of an in-progress or planned CJCS exercise that result in a facility, or facilities, that remain, in any part, after the end of the exercise.

2.   Facility Construction. The facility is an important element of the CJCS exercise program. Its purpose is to support the scheduling command's readiness objectives in its area of responsibility by improving exercise effectiveness, enhancing safety, facilitating resource savings, and training engineer troops. Additionally, it may foster better relations with host nations; however, it is not a nation-building or a foreign assistance program. ERC is intended to benefit the United States, although corollary benefits may incidentally accrue to host foreign countries.

3.   ERC Programming Guidance. The Joint Staff J4 will issue ERC programming guidance prior to the beginning of the fiscal year. Guidance will include the status of project approvals for the budget year, a request for the program years (budget year plus one) and other future year submissions, and a projection of ERC fund allocations for the program year. Scheduling commands must alert the Joint Staff J4 to unfunded program year requirements and be prepared to defend them during budget deliberations.

4.   Request for Approval. The scheduling commands will submit a formal request for approval of ERC projects IAW reference x, Enclosure B, section 3, to Joint Staff J-4.

    a. Submissions of projected requirements for the program year and future years must be prioritized by FY of planned accomplishment.

    b. Unexpected, out-of-cycle requests must be identified to the Joint Staff J-4, NLT 45 days prior to desired funding obligation. Requests must include either a suggested funds offset (for inclusion within an approved ERC program) or a new priority order for projects (for inclusion in programs that are awaiting approval).

    c. Notify Joint Staff J-4 immediately if schedule changes result in a change to fiscal year funds obligations.

5. Congress Notification. Congress will be notified of Joint Staff intent to execute all ERC projects. No funds may be obligated in support of an ERC project until the appropriate congressional committees have expressly approved the project or a period of 21 days has elapsed from the date of notification, whichever occurs first.

6. Approval of ERC Program. The Joint Staff J-4 programs, budgets, and approves the ERC program IAW reference y. Approval of ERC projects assumes requests have been thoroughly staffed within the scheduling command, with other commands, and with the Services. Availability of engineer troop units, if scheduled, is critical. The Joint Staff, J-7 must coordinate and approve any addition, deletion, or change to the funding of lift requirements associated with ERC project requests. After worldwide priorities and associated fund allocations have been established, scheduling command priorities will be honored. Joint Staff priorities will be based on the extent to which projects:

    a. Promote US national interests.

    b. Contribute to exercise objectives.

    c. Support OPLAN(s).

    d. Contribute to the welfare of exercise units.

    e. Train engineer troops.

    f. Result in net resource savings.

    g. Are not eligible for alternative funding.

    h. Obligate funds early.

7. ERC Costs. The costs of projects constructed in support of military training exercises will be determined IAW reference x, Enclosure B, section 4.

    a. As soon as possible after funding authority is available, the Joint Staff J-4 will request the Joint Staff Comptroller to formally sub-allocate ERC funds to the comptroller activity for the scheduling commands. Scheduling commands may spend ERC funds for approved projects up to the approved funded costs. A change in scope or project location requires approval by Joint Staff J-4 and re-notification to Congress. Any cost increase greater than 25 percent of the approved funded cost must be reported to J-4. A change in method of accomplishment (troop or contract) requires formal approval by the J-4.

Appendix C
Enclosure P

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2   b. Although a military construction appropriation is available for use for 5
3   fiscal years, the DOD goal is for 90 percent of the exercise-related, unspecified
4   minor military construction obligations to occur within the first year of an
5   appropriation. Any remaining funds should be obligated by the end of the
6   second fiscal year. This action will preclude undermining current budget
7   requests by carrying significant amounts of un-obligated balances forward into
8   succeeding fiscal years. This will also minimize the potential impact from
9   sequestration if a balanced budget or emergency deficit control act is passed by
10 Congress.
11
12 8.   Scheduling. Commands will report project obligations to Joint Staff J-4,
13 with information copies to the Joint Staff Comptroller IAW reference x Starting
14 in the fiscal year of project approval, report obligations for funded projects
15 quarterly until obligations are complete. Reports must either originate with, or
16 indicate coordination with, the combatant command's office responsible for
17 officially recording obligations in the accounting system (usually the
18 comptroller). ERC project costs will be developed IAW Table P-C-1 and the
19 established construction practices and cost-accounting procedures.
20

PROJECT	FUNDS FY	FUNDS AUTH	FUNDS OBLIG	FUNDS EXPENDED	FUNDS BALANCE	% OBLIG
AAA	XX	AA	AA	AA	AA	AA
BBB	XX	BB	BB	BB	BB	BB
TOTAL FY	XX	--	--	--	--	--
CCC	YY	CC	CC	CC	CC	CC
DDD	YY	DD	DD	DD	DD	DD
TOTAL FY	YY	--	--	--	--	--

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22   Table P-C-1. Exercise-Related Construction Program Obligation Report Format

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APPENDIX D TO ENCLOSURE P

DEVELOPING COUNTRIES COMBINED EXERCISE PROGRAM
(DCCEP) AND BILATERAL COOPERATION PROGRAM (PERSONNEL
EXPENSES)

1.   IAW Title 10, US Code, Section 2010, the Secretary of Defense, after consultation with the Secretary of State, may pay the incremental expenses that are incurred by a developing country while participating in a multinational exercise (DCCEP). Incremental expenses are the reasonable and proper costs of goods and services that are consumed by a developing country as a direct result of that country's participation in a multinational exercise with the United States, including rations, fuel, training ammunition and transportation. Pay, allowances and other normal costs are not included. Any developing country listed in the Department of State (DoS) developing country list can qualify for this program if the exercise participated in meets the following criteria:

   a. The exercise is undertaken primarily to enhance US security interests.

   b. The country supported is considered a developing country.

   c. The developing country's participation is necessary to achieve exercise objectives, and those objectives could not be achieved without the United States providing the incremental expenses.

2.   IAW Title 10, US Code, Section 1051, the Secretary of Defense may pay the travel, subsistence, and similar personal expenses (PE) of defense personnel of developing countries in conjunction with the attendance of such personnel at a bilateral or regional conference, seminar or similar meeting if the attendance of the foreign nation defense personnel in is the national security interest of the United States.

   a. These expenses may only be paid in connection with travel within the area of responsibility of the unified combatant command in which the developing country is located or in connection with travel to Canada or Mexico.

   b.   In cases in which the headquarters of the unified combatant command is located within the United States, expenses may be paid in connection with travel of developing country personnel to the United States.

3.   Program Management. Joint Staff, J-7 coordinates the statuatory requirements between combatant commands and OSD through the

1 development and submission of a 2-year combined exercise program.
2 Combatant commands develop their exercise plan in support of this program
3 and submit a 2-year plan annually NLT 31 March.
4
5   a. The Joint Staff validates the combatant commands' requirements and
6 submits a consolidated plan to OSD, whose approval authorizes execution of
7 the first year of the plan.
8
9   b. In mid-November, J-7 will, by message, request a detailed report of
10 actual DCCEP/PE expenses for the year from participating combatant
11 commands. No later than 31 December, combatant commands will provide the
12 report to J-7. The report will include the country receiving the funds, type of
13 funds (DCCEP/PE) and amounts. J-7 will compile the COCOM submitted data
14 and prepare a DCCEP/PE report for ASD. The compiled report will be
15 submitted by the Secretary of Defense to Congress, no later than 31 March
16 each year, as required by Title 10.
17
18   c. Proposed additions or significant modifications during the execution
19 year should be submitted to Joint Staff, J-7 (with information copies to J-5 and
20 ASD(ISA)) for coordination and approval.
21
22   d. DCCEP and PE funds are programmed and dispensed by combatant
23 command executive agents (services). OSD and Joint Staff J7 have no control
24 of, or access to, the DCCEP/PE funds. It is combatant command responsibility
25 to engage with their service executive agent during the planning and
26 programming cycle to document and defend their DCCEP/PE requirements.
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ENCLOSURE Q

US JOINT FORCES COMMAND TRAINING SUPPORT CAPABILITIES

1. <u>Purpose</u>. To describe the training capabilities USJFCOM and their subordinate commands have to offer the combatant commands and CSAs.

    a. USJFCOM provides a full range of capabilities in support of the nation's military, interagency, and multinational partners. USJFCOM is specifically charged with providing joint capable forces and joint capabilities in support of the Global War on Terrorisms and Combatant Commander's operational needs. USJFCOM leads joint force transformation, produces joint concepts and capabilities, and prepares leaders to use them.

    b. USJFCOM delivers joint capable forces that are trained and certified to conduct operations according to joint doctrine and emerging joint concepts and capabilities. The Joint Warfighting Center is USJFCOM's principal joint trainer, with the mission of supporting Combatant Commanders with across-the-board joint training support. This training support involves collective and individual training. Joint Collective training support involves wide ranging staff expertise and technology resources provided through the JNTC. The JNTC encompasses a sophisticated persistent network of globally linked training sites and nodes that support timely and efficient integration of live, virtual and constructive training capabilities, along with subject matter experts for designing, planning, preparing and conducting joint collective training. In addition to JNTC, JKDDC provides a globally available web based joint individual training.

    c. USJFCOM's transformation efforts consist of joint experimentation to develop, test and analyze joint concepts and technologies in state of the art laboratories. Joint experimentation leads to the fast-tracking of emerging joint technologies to support the immediate needs of field commanders. Extensive innovation efforts are also underway at USJFCOM, JWFC to transform joint training with the testing and integration of new models and simulation technologies as part of the Joint Advance Training Technology Laboratory (JATTL).

2. <u>Joint Force Trainer</u>. USJFCOM JWFC provides common joint training support to combatant commands and maintains overarching architectures and standards for joint training which address exercise support and maintenance of training infrastructure to include network modeling and simulation capabilities. Funds provided to JWFC as allocated by the combatant command Exercise Engagement (CE2) Defense-Wide Account are for the purposes of providing exercise support to the combatant commands. JWFC funding is committed to supporting two prioritized exercises per year for each combatant

1   commander and one per year for Joint Staff Eligible Receiver series exercise.
2   Each combatant command will work with JWFC to determine the level of
3   support for JWFC-supported exercises. Prioritized exercise support
4   requirements will be locked in at the Spring WJTSC and address two years
5   from the current year. Each exercise is unique and can be designed and
6   constructed to support the joint force commander's joint mission-essential
7   tasks and training objectives. The supported combatant commands also
8   participate in exercise planning and design, as well as providing significant
9   levels of support to an event or exercise. For example, the geographic
10 combatant commands usually rely on their own joint intelligence centers or
11 similar organizations to support their events and exercises. Also, the
12 combatant commands often rely on deployable joint task force augmentation
13 cells, or similar internal training organizations, to provide academic training, if
14 JWFC support is not available. The combatant commands are also responsible
15 for filling the JECG manning document with qualified personnel that can
16 support the exercise training objectives. The level of support in each particular
17 area will depend on the requirements, construct, and objectives of the exercise.
18
19   a. Exercise Support. JWFC will provide exercise design, planning,
20 execution and evaluation support throughout the JELC, scenario/MSEL
21 development, Political, Military, Economic, Social, Infrastructure and
22 Information (PMESII) design, Modeling and Simulations, JECG, Deployable
23 Training Team (Senior Mentors, Observer / Trainers (O/Ts), and analysts.
24 JWFC support may also include: JMET and training objective development;
25 intelligence, logistic, interagency ,information operations ; and Integrated Joint
26 Special Technical Operations support; academic seminars; Media Support: and
27 communications and intelligence systems architecture design and setup. For
28 planning and execution exercises JWFC Desk Officers will arrange
29 transportation, billeting, meals (if required) and equipment. Exceptions to
30 Combatant Commander Training Directives will be specified in the MOA
31 between the Commander, JWFC and the supported Combatant Commander.
32 JWFC personnel will comply with Combatant Commander's force protection
33 requirements.
34
35   (1) Scenario development. JWFC may provide the following scenario
36 development capabilities: Road-to-crisis; scenario overview briefing; MSEL; and
37 crisis action orders (e.g., warning order, alert order, execute order).
38
39   (2) PMESII. JWFC may provide the following experimental
40 capabilities: Representation at JELC conferences and participation in relevant
41 working groups. Conduct comprehensive research and, in coordination with
42 the Combatant Commander's staff, develop a realistic eminent operating
43 environment order of battle and associated joint tactics, techniques and
44 procedures.
45

1   (3) Modeling & Simulations. JWFC will provide operational and
2 management oversight of all simulation activities. Specific support activities
3 include conducting the model selection process, site surveys, and event tests.
4 JWFC will determine simulation availability, simulation resolution to meet
5 exercise training objectives, response cell requirements, funding requirements
6 for model development, test requirements, and simulation architecture. JWFC's
7 suite of models includes the Joint Training Confederation, Joint Theater Level
8 Simulation (JTLS), and Joint Conflict and Tactical Simulations (JCATS). The
9 JLVC and JMRM Federations consist of selected Service combat and functional
10 simulations which have been integrated to seamlessly operate together with
11 each other along with analysis and monitoring tools to support joint training
12 exercises. If a combatant command requires simulation capabilities beyond
13 JWFC's simulation capabilities, JWFC will develop overall M&S integration
14 control, architecture and test plans to accommodate geographic combatant
15 command requirements, but the combatant command should expect to fund
16 that capability.
17
18   (4) JECG Control. The JECG manages the simulation models, crafts
19 scripted events, provides role players, and when necessary, intervenes to
20 assure the overall exercise purpose is accomplished. Exercise control
21 anticipates the probable course of the exercise identifies training objectives at
22 risk and takes action as required to support objective accomplishment. Control
23 and the associated information flow takes place from the top down and from
24 the bottom up. The control structure must therefore provide the capability to
25 maintain visibility over training audience activity throughout its hierarchy,
26 inject information through the means that it normally would use to reach the
27 training audience, and be prepared to intervene through the most logical and
28 least disruptive channel.
29
30   (5) Deployable Training Teams (DTT). In support of joint and
31 multinational training and exercises, the JWFC Deployable Training Teams
32 observes and trains the members of combatant command battle staffs, JTF
33 commanders and staffs, and component commanders in the conduct of
34 joint/combined operations to support Combatant Commander JMETL.
35 Training is based upon current US joint doctrine and joint tactics, techniques,
36 and procedures. This occurs at the JWFC and at other remote sites worldwide,
37 in association with joint and/or multinational exercises and real-world
38 operations. The team members from the DTT include observer/trainers from all
39 Services, analysts who collect observations in support of the exercise facilitated
40 after-action reviews (FAARs), and senior mentors who provide insight and
41 guidance to combatant commanders/JTF commanders and their staffs. The
42 DTT can support combatant commanders' training objectives by developing
43 and conducting academic seminars, planning workshops, focused functional
44 training sessions, and senior leader seminars. The DTT observes and analyzes
45 exercise participants' performance during exercises, and collects data relative

1 to achievement of exercise training objectives in preparation for FAARs and
2 commander's summary reports. Additionally, the DTT provides "just-in-time"
3 joint and/or multinational training in support of real-world crises.
4
5   (6) Intelligence support. USJFCOM (Intelligence) provides varying
6 levels of support throughout the JELC. When USJFCOM is the supported
7 command for a training or exercise event, JWFC establishes an intelligence
8 planning team, to include military and contractor planners and supporting
9 functional representatives, which will be discussed below. The military
10 intelligence lead planner acts as the conduit between the training audience(s)
11 intelligence planners and the JWFC. The major areas of support in the
12 planning process include: lead planning; intelligence production; manning;
13 training; intelligence models and simulations; communications and intelligence
14 systems; and collections. When USJFCOM is the supporting command for a
15 training or exercise event, JWFC will develop the model capabilities with the
16 training audience to meet their training objectives; and inform members of the
17 training audience how the model will replicate the intelligence cycle, associated
18 products and reports, and the level of detail to expect from the model. This will
19 include a list of real-world sensors to be replicated, product name, description
20 of product, toggles to push, and required workarounds.
21
22   (7) Logistic support. A JWFC logistic planner assists the training
23 audience in design and development of the logistic, deployment, and medical
24 portions of the exercise with the ultimate objective of achieving the
25 corresponding training objectives identified by the training audience.
26
27   (8) Interagency Support. The Interagency planner will develop,
28 coordinate, execute, and evaluate all components of interagency
29 interaction/replication throughout the Joint Event Life Cycle. The Interagency
30 planner overall responsibilities include:
31
32   (a) Researching and developing the interagency program of
33 instruction, in conjunction with the Deployable Joint Training Team, to
34 support joint academic training.
35
36   (b) Analyzing the training objectives of the training audience to
37 develop the appropriate level of interagency interaction/replication in exercises,
38 to include defining interagency issues and problems to be addressed in exercise
39 planning.
40
41   (c)Coordinating with representatives of the U.S. Government
42 Agencies/Departments to coordinate and link the training of the Washington,
43 D. C. based interagency group with the JWFC Training Program.
44

1   (d) Identifying JECG requirements for interagency participants
2 and applicable role players during the planning and execution phases of
3 exercises.
4

5   (9) Information Operations (IO) Support. A JWFC IO (Psychological
6 Operations, Computer Network Attack & Computer Network Defense,
7 Electronic Warfare, Operations Security, and Military Deception) planner is
8 assigned to each geographic combatant command JWFC supported exercise.
9 The planner routinely coordinates additional support externally from the IO
10 community (e.g. JIOC, Service Information Warfare Centers, JFCC-NW, etc.)
11 and other external agencies (e.g. JITC, NSA, JSC, etc.) The planner assists the
12 training audience in design and development of the training environment with
13 the ultimate goal of achieving the corresponding IO training objectives
14 identified by the training audience. The planner will coordinate for "live
15 activities" as necessary to support training objectives; this may include Red
16 Team participation, both cyber and close access, IO range use, and
17 communications security monitoring. The planner will partner with other
18 functional control cells as well as external organizations as necessary (e.g.
19 Joint Staff) to ensure Strategic Communication training opportunities exist as
20 tied to training objectives.
21

22   (a) Information Operations Range (IOR). The IO Range provides a
23 secure, persistent, flexible, seamless, and realistic experimentation, test,
24 training and exercise environment enabling the Services and combatant
25 commands to visualize non-kinetic weapons effects, understand the intricate
26 and interactive effects generated by kinetic and non-kinetic weapons, and
27 achieve the same level of confidence and expertise employing IO weapons that
28 they have with kinetic weapons. The functional structure of the IO Range is
29 based on the integration of existing ranges, laboratories, information warfare
30 centers, and other Government facilities currently supporting IO test, training,
31 exercise, and experimentation events. Capabilities at the selected sites are
32 being securely connected and integrated into IO Range, allowing for effective
33 and thorough Service and combatant command-sponsored training and
34 exercises in an environment representative of actual combat targets and
35 systems.
36

37   (b) IO Range Support. The IO Range supports exercises (to
38 include mission rehearsals, training, developmental test and evaluation (OT&E)
39 to meet Combatant Commander and Service IO requirements. Additionally, it
40 provides an environment for IO experimentation, advanced Concept Technology
41 Demonstrations (ACTDs), Advanced Technology Demonstration (ATDs),
42 modeling and simulation Studies and Analyses and TTP development. The IO
43 Range is coordinating with STRATCOM's IO Joint Munitions Effects Manual
44 JMEM effort and other IO development activities.
45

(10) Integrated Joint Special Technical Operations (IJSTO) support. The JWFC STO Office provides joint exercise support, training expertise, integration of STO capabilities in support of combatant command's operational plans and training objectives. The STO planner assists in the development of the STO training environment by achieving the corresponding STO training objectives identified by the Combatant Commander and training audience. The STO planner will coordinate live fire activities as necessary to support STO training objectives, coordinate additional STO support externally from the STO community, and will partner with other functional control cells (IO, JFMCC, JFACC, JFLCC) as well as external organizations as necessary (e.g. Joint Staff, NSA, CIA) to ensure STO training opportunities exist as tied to the Combatant Commander's training objectives.

(11) Academic Seminars. The JWFC Joint Training Group (JTG) is responsible for the development of the academic training plan in collaboration with the training audience. The purpose of this plan is to identify and describe the overall content of the scheduled academic portions of a particular combatant command or JTF joint event or exercise. It will be developed for each exercise/event containing a JTG supported academic component. The plan initially starts as an academic "concept." The "concept" is presented to and approved by the commander of the training audience at the initial planning conference. It then evolves into an academic "plan," which is presented for review and approval at the mid-planning conference.

(12) Media support. The JWFC Media Training & Production Branch produces challenging, real-time simulated media in support of joint training events and exercises. The level of media support and selection of products are based on several factors including: type of event, training objectives, simulations, communications architecture, workspace, availability of Reserve augmentees, and public affairs training requirements.   Media products and the level of support should be agreed on and specified not later than the conclusion of the mid-planning conference to allow sufficient time for recruitment of media cell augmentees and preparation of products.

(13) Communications and Intelligence Systems. When an event or exercise is conducted in another geographic combatant command's AOR, set-up, wiring, and equipment sourcing for the JECG are the responsibility of the command hosting the exercise. The JWFC will provide all equipment specific to the simulations it brings and also will provide the equipment required for any JWFC unique communications requirements. All other equipment is the responsibility of the event or exercise host. Few exercise hosts are able to meet all of the JECG's communications and intelligence systems requirements without tasking subordinate commands or the hosting installation, therefore the host command may delegate these responsibilities to subordinate commands as desired or as required. These requirements will be laid out

1   during the JELC cycle and agreed to by the JWFC and the supported
2   combatant command based on funding and availability of assets.
3
4   (a) The JWFC will provide the majority of secure and non-secure
5   data, voice and video teleconference services to the JTF HQ and subordinate
6   elements in support of exercises conducted at the JWFC. The JTF J-3, in
7   conjunction with the JTF J-3, provides communications systems support
8   requirements by exercise phase: Phase I – Academics; Phase II - Crisis Action
9   Planning; and Phase III – Execution. The JWFC Joint Training Technologies
10 Group will validate all communications systems requirements and work with
11 the JTF HQ throughout the JELC to ensure support requirements are met prior
12 to execution. This will include assisting in coordinating requests for use of the
13 Joint Training and Experimentation Network (JTEN) as required.
14
15   (b) JTEN. The JTEN is a key component of the JNTC managed
16 and operated by the JWFC. It is designed to be a persistent, secure,
17 reconfigurable, high-speed, high capacity bandwidth wide area Community of
18 Interest network. Its primary purpose is to link selected training sites and
19 their capabilities and to allow the continuous exchange of exercise data among
20 exercise participants in order to provide joint context in joint training exercises.
21 Key advantages of using the JTEN are to allow units to train from home station
22 locations and to link forces from across the Services to train in a realistic joint
23 training environment. Persistent sites on the JTEN were selected through a
24 formal nomination and approval process involving the Services and Combatant
25 Commands based on their ability to enhance joint training. Requests for
26 connecting additional temporary sites to the JTEN to meet unique or specific
27 exercise requirements will be evaluated by JWFC and coordinated with host
28 commands to determine responsibilities for communications architectures,
29 equipment, operations, and supportability. The JTEN is accredited for up to
30 U.S. Secret high mode of operation and is connected to the SIPRNET via
31 various router and firewall configurations that meet security requirements.
32 USJFCOM is responsible for operating and maintaining the JTEN to the Service
33 Delivery Point (SDP) at the persistent site and site commands are responsible
34 for procurement, installation, sustainment, and oversight of all like-
35 classification "backside" networks at the site that connect to the JTEN SDP.
36 The JTEN is operated and controlled from a Network Operation and Security
37 Center (NOSC) located at JWFC. The NOSC processes, coordinates and
38 manages user requests for JTEN usage and is responsible for the configuration,
39 health and status monitoring, trouble identification, tracking, and correction,
40 Information Assurance (IA), and Computer Network Defense (CND) for the
41 JTEN.
42
43   b. Partnership for Peace Program (PfP). This program is executed in
44 cooperation with the Office of the Secretary of Defense (Global Security Affairs),
45 USEUCOM and USCENTCOM. Through the use of Warsaw Initiative Funds

1 (WIF) and Traditional Combatant Command Activity (TCA) monies, JWFC
2 supports Theater Security Cooperation event and activities by OSD,
3 USEUCOM, or USCENTCOM. These activities are directed towards the 23
4 Partnership for Peace nations that desire to join or maintain interoperability
5 with NATO. The activities include, but are not limited to: Computer Assisted
6 Training Exercises, Seminars, table top exercises, and training and exercise
7 support.
8
9   c. Enabling Capabilities. USJFCOM searches for opportunities to develop
10 joint enabling capabilities that can accelerate the establishment and immediate
11 effectiveness of JTF headquarters and related joint organizations. The
12 command also integrates its joint enabling capabilities into JTF headquarters
13 training and exercises to increase proficiency for future operations and for
14 potential changes to doctrine.
15
16   (1) Standing Joint Force Headquarters Core Element (SJFHQ-CEs), a
17 group of 57 experts in command and control procedures, are available to help
18 integrate air, land, maritime and information capabilities during the
19 establishment of a joint task force headquarters (JTF HQ). Once the new JTF
20 HQ is fully functional and supported, the SJFHQ-CE can be withdrawn to
21 reconstitute and prepare for its next assignment.
22
23   (2) Joint Transformation Command for Intelligence (JTC-I). The JTC-I
24 Operates the Joint Training and Experimentation Network as part of its Joint
25 Intelligence Laboratory (JIL), and the Regional Joint Intelligence Training
26 Facility (RJITF) to ensure USJFCOM and component command intelligence
27 personnel are trained to integrate and apply joint intelligence core skills and
28 systems applications in support of contingency operations across the spectrum
29 of conflicts. Course details, schedules and prerequisites can be found at:
30 http://intelink.jfcom.ic.gov/directorates/dt_resource/rjitf   (JWICS)
31 http://jtc-i.jfcom.smil.mil/directorates
32 /dt_resource/rjitf/index.html (SIPRNET)
33
34   (3) PAO Support Element. JPASE helps develop joint public affairs
35 capabilities through training, doctrine development, and the establishing joint
36 standards and requirements. It ensures joint task force commanders have an
37 organization of public affairs professionals. JPACE consists of two divisions:
38 Prepotency and Training.
39
40   (a) Prepotency division focuses on seven functional areas: concept
41 development and experimentation; visual information development;
42 collaborative information environment/web portal management; lessons
43 learned; education development; doctrine and policy; capabilities.
44

1   (b) JPACE's training division includes four training teams, each
2   aligned with two of the unified commands. The teams provide public affairs
3   training, media simulation, staff assistance and exercise support. Training
4   teams provide standing joint public affairs capability to support a variety of
5   operational requirements. Each of the training teams form the core of a
6   Scalable Public Affairs Response Cell (SPARC) to support exercises and to
7   deploy in support of the combatant commands for operations and
8   contingencies. Each SPARC is self-supporting for up to 179 days.
9

10   (4) Joint Communications Support Element. JCSE -- based at MacDill
11   Air Force Base, Fla -- provides joint task force and joint special operations task
12   force command, control, communications and computer systems support. They
13   can also provide simultaneous communications support for two joint task force
14   headquarters and two joint special operations task force headquarters.
15

16   (5) Joint Fires Integration and Interoperability Team. JFIIT—based at
17   Eglin Air Force Base, Fla—takes a holistic approach to improving Joint fires by
18   providing solutions that produce effective target acquisition, command and
19   control, and interoperable firing systems, thereby reducing fratricide and
20   collateral damage. JFIIT's focus areas include Joint Intelligence, Surveillance,
21   and Reconnaissance (JISR) support to and Joint air-to-ground fires integration
22   and maneuver. C2 and Combat Identification receive attention as inherent
23   elements within these areas.
24

25   (6) Doctrine Development. Joint doctrine is based on extant
26   capabilities and incorporates time-tested principles for successful military
27   action as well as contemporary lessons that together guide aggressive
28   exploitation of US advantages against adversary vulnerabilities. It does this by
29   promoting a common perspective from which to plan, train, and conduct
30   military operations throughout the range of military operations. The
31   USJFCOM Joint Doctrine Group supports the Joint Training System through
32   assessing, validating and updating joint doctrine, thereby assisting the
33   combatant commanders in training their forces. A representative from the
34   Joint Doctrine Group normally participates in the major training events and is
35   present during the execution and assessment of the USJFCOM supported
36   training events. The Joint Doctrine Group also is available to help research
37   doctrinal issues throughout the joint training cycle. If the exercise is not a
38   USJFCOM sponsored event, the Joint Doctrine Group can provide the doctrinal
39   support as available.
40

41   (7) Senior Leader Education. In support of National Defense University,
42   JWFC conducts a 4 day Joint Operations Module (JOM) supporting Senior
43   Leadership training programs.
44

1   (a) PINNACLE: Held twice yearly, this 3 star level course conveys to
2 the prospective joint/combined force commander an understanding of national
3 policy and objectives with attendant international implications and focuses on
4 the ability to operationalize objectives/policy into integrated campaign plans.
5 The overarching goal is to set conditions for future success in the joint,
6 combined, and interagency arenas by utilizing advanced knowledge of
7 operational art to underpin the instinct and intuition of the prospective
8 commanders.
9
10   (b) CAPSTONE: Held quarterly, this course is designed to convey to
11 newly selected one-star officers an understanding of joint operational art, how
12 to integrate the elements of national power in order accomplish national
13 security and national military strategies, and how joint, interagency, and
14 multinational operations support national strategic goals and objectives. The
15 CAPSTONE JOM prepares officers for service as the commander of a JTF by
16 focusing on the six phases of the JTF HQ life cycle.
17
18   (c) KEYSTONE: Held twice yearly, this course provides advanced
19 Joint Professional Military Education to senior enlisted leaders (reference aa.
20 Modeled on the same curricula as the Capstone JOM, it examines the
21 Command Senior Enlisted Leader's (CSEL) role in, and the unique challenges
22 of, joint and multinational operations. It uses various methods to explore
23 command senior enlisted leadership, including participation in a series of
24 interactive events focusing on key lessons learned from past joint operations
25 and exercises and video teleconferences with CSELs deployed in the field.
26
27   (8) Joint Individual Augmentee Training. Joint Individual Augmentee
28 Training prepares individuals to serve on JTF and Functional Component HQ
29 staffs through online training and education (T/E) opportunities and provides
30 Joint Force fundamentals and AOR-specific training. Online IA support is
31 offered through Joint Knowledge Online (JKO), which provides a single-source
32 location for a variety of joint training materials and resources.
33
34   (9) JNTC. In accordance with the Training Transformation
35 Implementation Plan, JNTC has the following six objectives and nine
36 supporting objectives.
37
38   (a) Objectives.
39
40   1. Enable forces to train with real-world and emerging
41 capabilities.
42
43   2. Provide for accreditation of appropriate nominated
44 combatant command and Service programs and certification of appropriate
45 participating sites based on a program-centric view with the aim to identify

program problems in providing joint contextual training and lead in identifying solutions.

          <u>3</u>. Maintain flexibility to best shift or expand training focus to emerging threats and the evolving global landscape.

          <u>4</u>. Continuously explore ways to expand training involvement of combatant command and Service programs with the National Guard and Air National Guard, interagency partners, relevant government and non-government organizations, and international partners.

          <u>5</u>. Facilitate the joint training integration of special operations, conventional forces, intelligence agencies and other combat support agencies.

6. Ensure the efforts of JNTC are complementary with those of the other legs of training transformation: JKDDC and JAEC.

    (10) JKDDC. JKDDC focuses on web-enabled joint individual training. It provides our military forces with distance learning by creating, storing, imparting, and applying knowledge to enhance an individual's ability to think joint intuitively. It develops and distributes joint knowledge via a dynamic, global-knowledge network that provides immediate access to joint training resources. JKO is the operational arm of JKDDC. JKO is USJFCOM's cornerstone for implementing DOD's advanced distributed learning strategy. It is a comprehensive web-based source of joint task force and combatant command battle staff training information. It provides initial training opportunities prior to participating in joint training events, or in preparation for real-world operations. JKDDC Multinational, formerly the regional Security Cooperation Network (RCSN), provides education and training capabilities through JKO to combatant commanders and multinational partners in an effort to strengthen security cooperation strategies in their areas of operations.

    (11) Joint Deployment Training Center (JDTC). The Joint Deployment Training Center provides a consistent training program for the joint community through its standardized instructional material, instructor proficiency, and centralized management and control. The JDTC provides training to the joint community through resident instruction, Mobile Training Teams (MTTs) and distributed learning products via the Secret Internet Protocol Router Network (SIPRNET). The JDTC training program is evolving to ensure that the program meets the needs of the joint community and grows as the processes, procedures, and applications continue to change and mature. Online course registration is available at https://www.jdtc.jfcom.mil/training/. All students/attendees must possess a final US Secret security clearance as required by reference aa. Other prerequisites may exist. Please refer to the JDTC Course Catalog on the JDTC Web site for additional prerequisites.

1
2   (12) Joint Personnel Recovery Agency. The Joint Personnel Recovery
3   Agency (JPRA) supports DOD's preparation, planning, execution, and
4   adaptation of Personnel Recovery (PR). PR includes military, diplomatic, and
5   civil efforts to affect the recovery and reintegration of personnel who become
6   isolated while participating in a US sponsored military activity or mission and
7   are, or may be, in a situation where they must survive, evade, resist, or escape.
8   Personnel Recovery Support Teams (PRST) are one method by which JPRA
9   accomplishes its training and support tasks. A PRST is a task organized,
10 rapidly deployable, and when appropriate, regionally oriented teams, providing
11 subject matter experts who advise, assist, guide or train commanders, forces
12 and organizations and potential isolated personnel responsible for conducting
13 or supporting personnel recovery operations.
14
15   a. Personnel Recovery Education and Training Center (PRETC). The
16 PRETC, located in Fredericksburg, Virginia, is a dedicated education and
17 training capability focused on educating commanders and their staffs and
18 selected other national and international Personnel Recovery professionals,
19 both civilian and military, in the science and art of planning and executing
20 joint personnel recovery operations. The PRETC offers its PR curriculum in-
21 residence, through advanced distributed learning and via mobile training
22 teams worldwide.
23
24   b. The Personnel Recovery Academy (PRA). The PRA, based in Spokane
25 Washington with small satellite training facilities at Pope AFB NC and Naval Air
26 Station North Island, is the DOD center of subject matter expertise for isolated
27 personnel issues. It is a center for research, education, and training in
28 specialized Survival, Evasion, Resistance and Escape (SERE) and Code of
29 Conduct applications for US government personnel. Training is tailored to
30 customers' needs based on mission profiles and operating environments,
31 urgency, and time available for training. Training is provided in-residence and
32 by mobile training teams. The PRA also provides training for Service SERE
33 instructors.
34
35   (1) Office of the Command Surgeon Support. The Office of the
36 Command Surgeon, USJFCOM provides mission ready joint capable medical
37 forces, and supports the development and integration of Joint, Interagency and
38 Multinational medical capabilities to meet the present and future operational
39 needs of the Joint Force.
40
41   a. Exercise/Event Support: The Office of the Command Surgeon supports
42 JWFC in leading the joint warfighter capability improvement through joint
43 training by providing medical subject matter experts for the planning and
44 execution of Combatant Commands Exercises, to include but not limited to

1   Mission Rehearsal Exercises in support of Global War on Terrorism (GWOT).
2
3   b. Joint Task Force Senior Medical Leader Seminar (JTF SMLS). As the
4   joint force medical trainer, the Command Surgeon's staff supports the training
5   of senior Medical Department personnel to prepare them to lead in a JTF
6   Surgeon's Office. This annual five-day seminar, hosted in conjunction with a
7   two-day Joint Planning Orientation Course, prepares participants to serve in
8   the role of a JTF senior medical leader, gain insight into current DOD and
9   NATO joint health service support capabilities, and work in joint operational
10 environments, including interagency coordination. The scope of the program
11 covers three key areas:
12
13   (1) Lessons learned and operational insights from previous JTF
14 Commanders, JTF Surgeons, line, and senior medical leaders.
15
16   (2) Overview of joint health service support capabilities, strengths,
17 issues and limitations.
18
19   (3)Venue to discuss and apply JTF SMLS classroom information and
20 operational experiences to support operational missions that include but are
21 not limited to; humanitarian assistance, disaster response, major combat, and
22 stability, security, transition, and reconstruction operations.
23
24   (4) Testing and Experimentation Support. Department of Defense
25 Training Transformation Implementation Plan (T2IP) stipulates that the
26 USJFCOM, J7/Joint Warfighting Center (JWFC), will be the lead agent for
27 integrating the results of joint experimentation into the development of new
28 training processes and systems. The JWFC supports the T2IP requirements by
29 providing support to agencies requiring joint training venues for testing and
30 vetting emerging capabilities for the warfighter. The JWFC maintains close
31 liaison and coordinates with leadership of agencies and entities involved in
32 development of new or improved warfighting initiatives, including Joint Tests
33 and Evaluation (JT&E), Advanced Concept Technology Demonstrations (ACTD),
34 Joint Capabilities Technology Demonstrations (JCTD), joint and Service
35 experimentation and prototyping, and lessons learned from forces in real world
36 operations.
37
38   (5) Joint Experimentation, Joint Test and Evaluation, and Advanced
39 Technology Concept Demonstrations (JETA). The JETA integration process is
40 the mechanism whereby prototypes and new or maturing technologies and
41 procedures are integrated into USJFCOM sponsored, supported, and JNTC
42 accredited training events. The intent is to accelerate the fielding of these new
43 initiatives, which are integral to improving joint readiness and developing
44 warfighting capabilities. It is important that they be smoothly and effectively
45 integrated into training events, with as little disruption to the training audience

1   as possible in order to accommodate event/exercise objectives. Successfully
2   facilitating JETA integration into an event allows both the training audience
3   and JETA programs to achieve success while conducting joint training.
4   Published guidance on the integration of JETAs into USJFCOM sponsored,
5   supported and JNTC accredited events is codified in the USJFCOM JETA
6   Integration Manual. JWFC will facilitate JETA integration into USJFCOM
7   sponsored, supported and JNTC JMO accredited events. JWFC will serve as a
8   clearinghouse for coordination and assistance in establishing communication
9   between exercise planners and JETA POCs for testing in the training
10 environment for those exercises conducted or supported by USJFCOM.
11
12 3.   Joint Force Provider. IAW reference a, USJFCOM is the primary joint
13 force provider and provides trained and ready forces and staffs to other
14 commands, as directed. To support this effort, combatant commands are to
15 annually provide "high interest" training requirements for USJFCOM-assigned
16 forces in their JTP Tab H. (NOTE: USSOCOM is also a joint force provider and
17 combatant commands desiring capabilities resident within the SOF force
18 sturcture assigned to USSOCOM should use the format in the JTP Tab H in
19 Enclosure K).
20
21   a. USJFCOM will consolidate and prioritize high interest training
22 requirements for staffing to OSD, Joint Staff, and the Services via the Joint
23 Staff JSAP process.
24
25   b. After approval by the USJFCOM Commander, the high interest training
26 requirements and guidance to components will appear in the USJFCOM Joint
27 Training Plan at Tab H as direction to the Joint Warfighting Center and the
28 USJFCOM Service Components.
29
30 4.   Joint Integrator. As the lead Joint Integrator for all of DOD's uniformed
31 components, USJFCOM is responsible for recommending changes in doctrine,
32 organization, training, material, leadership, and education, personnel, and
33 facilities to integrate Service, defense agency, and interagency and
34 multinational capabilities. Efforts range from integrating the disparate systems
35 and processes that exist today, to ensuring that the systems and processes of
36 tomorrow are "born joint".
37
38 5.   Joint Innovation and Experimentation. As the lead for concept
39 development and experimentation, USJFCOM leads the development,
40 exploration and assessment of new joint concepts, organizational structures
41 and emerging technologies. This includes operational concepts involving
42 multinational and interagency transformation efforts.
43
44 6.   Special Operations Command Joint Forces Command. (SOC JFCOM).
45 SOCJFCOM supports the special operations exercise support requirements of

JWFC and the joint training requirements of designated SOF unique exercises. SOCJFCOM also provides operational support to Joint Force Headquarters during real-world contingency operations with staff augmentation and lessons learned/assistance visits.

a. Support. Special Operations Forces Joint Training Program. Executed by Special Operations Command, Joint Forces Command (SOCJFCOM) through the deployments of its Special Operations Forces Joint Training Team(s) (SOF JTT). SOF JTTs are task-organized elements drawn from across SOCJFCOM. The SOC may deploy a JTT to accomplish one of two basic functions:

(1) Train commanders and staffs of joint special operations commands on staff processes and procedures for operating a Joint Special Operations Task Force (JSOTF) and integrating SOF into Joint Task Force operations (JTF)

(2) Train joint conventional force headquarters (Geographic Combatant Command or JTF battle staffs) on the proper employment and integration of special operations forces.

b. SOF JTT. A SOF JTT consists of a strong team of experts that understands the Joint Training System and its embedded Joint Event Life Cycle requirements. The team has in depth experience in training development, exercise design, and exercise control procedures. A SOF JTT can offer support in the following areas:

(1) Program Design. Designing expert training programs in response to current and emerging requirements and based on proven training techniques and technologies.

(2) Training Support. Developing training materials, as well as designing and facilitating executive and functional level training seminars and Staff Exercises on joint special operations doctrine and tactics, techniques and procedures.

(3) Exercise Design. Assisting the training audiences in identifying exercise and training objectives and then designing scenarios and exercise concepts that allow the training audiences to meet their training requirements through the entire Joint Exercise Life Cycle.

(4) Exercise Control. Identifying, establishing and executing exercise control procedures that enhance training realism while accomplishing exercise and training objectives in an effective and safe manner.

1   (5) Senior Mentors. Providing retired general and flag officers to
2 mentor the commanders and senior leadership of the training audiences
3 throughout training events.
4
5   (6) Analysis and After Action Reports. Providing analysis of command
6 and staff processes and procedures and providing after action reviews and
7 reports to the training audiences.
8
9   (7) Information Systems Design and Development. Assisting the SOF
10 community in designing, developing, and employing information management
11 tools; to include the Web Information Center (WIC) which has become the
12 standard SOF operational information-sharing portal from JSOTF levels up
13 through USSOCOM.
14
15

1
2
3   ENCLOSURE R
4
5   GCCS SUPPORT CAPABILITIES
6
7   1.   Purpose. This appendix describes automated systems that can provide
8   simulation or modeling capability to support joint training events such as
9   CPXs, computer assisted exercises (CAXs), and war games. It provides
10 procedures for using the JOPES as a simulation tool.
11
12 2.   General. A variety of modeling and simulation tools are available to
13 support joint training events. Modeling is using computer programs to process
14 user-provided data yielding results that approximate reality. Modeling tools
15 primarily are useful in answering "what if" questions. Simulation is similar to
16 modeling, but more dynamic and interactive. Simulation tools use manual and
17 automated systems to process user-provided data and real-time inputs yielding
18 results that approximate reality. JOPES can be used as a simulation tool to
19 support joint training; procedures are described in paragraphs 3 - 5 below.
20 Table R-5 provides a list of some GCCS tools that may be useful in joint
21 training event planning and execution. Complete information is available from
22 Joint Staff, J-3. The aggregated-level simulation protocol (ALSP) confederation
23 is a group of simulation and modeling tools that also can support joint training
24 events.
25
26 3.   Global Command and Control System Capability. GCCS-J is a key
27 system for the command and control of joint and coalition forces. It
28 incorporates the force planning and readiness assessment applications
29 required by battlefield commanders to effectively plan and execute military
30 operations. Its Common Operational Picture correlates and fuses data from
31 multiple sensors and intelligence sources to provide warfighters the situational
32 awareness needed to be able to act and react decisively. It also provides an
33 extensive suite of integrated office automation, messaging, and collaborative
34 applications.
35
36 4.   JOPES Procedures. Using the procedures in the following paragraphs
37 will greatly improve JOPES support to CPXs, CAXs, and war games. Figure S-1
38 is a process map of the procedures that illustrates the progress of JOPES
39 information and database development over time. Throughout these
40 procedures, the day the event starts is referred to as E-day or E00; the day
41 deployment commences, as C-day or C000. Definitions of other JOPES terms
42 are in reference m. Procedures and milestones for setting up JOPES databases
43 to support a post-execution (Phase VI) start are in the following paragraphs.

1   Starting the training event earlier in the crisis action procedures (CAP) requires
2   modification of the milestones in Table R-1 and the process in Figure R-1.
3
4   a. Crisis Action Phase Selection and Joint Training. The sponsoring
5   command selects the crisis action phase that best supports the joint mission-
6   essential task. Then the sponsoring command must determine if the exercise
7   is to test compressed or sequential execution of the CAP phases. An important
8   utility of JOPES is its capability to support dynamic play of crisis action
9   procedures during a CPX. If sequential execution of CAP phases was selected
10   all JOPES data that would have been granted before the start of the event
11   should be in place to support the start position and conditions. Training
12   events that start after execution (Phase VI) require the most JOPES data
13   development. If compressed execution of CAP phase is selected, no JOPES
14   front load of data is required. (Most exercises are executed using sequential
15   execution of CAP phase in order to ensure the maximum amount of time and
16   effort is focused on specific training objectives associated with a given CAP
17   phase.)
18
19   b. Participation and Support Requirements. Based on the crisis action
20   phase selected, the sponsoring command should identify the commands and
21   agencies whose participation or support is needed to make the training event a
22   success. The sponsoring command should invite needed participation or
23   support in the training event and negotiate each organization's role in
24   information and database development. If supporting commands or agencies
25   are unable to provide participation or support, then their part of information
26   and data development must be simulated (if possible), assumed away, or the
27   training event must be changed.
28
29

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2

JOPES PROCESS MAP ACTIONS
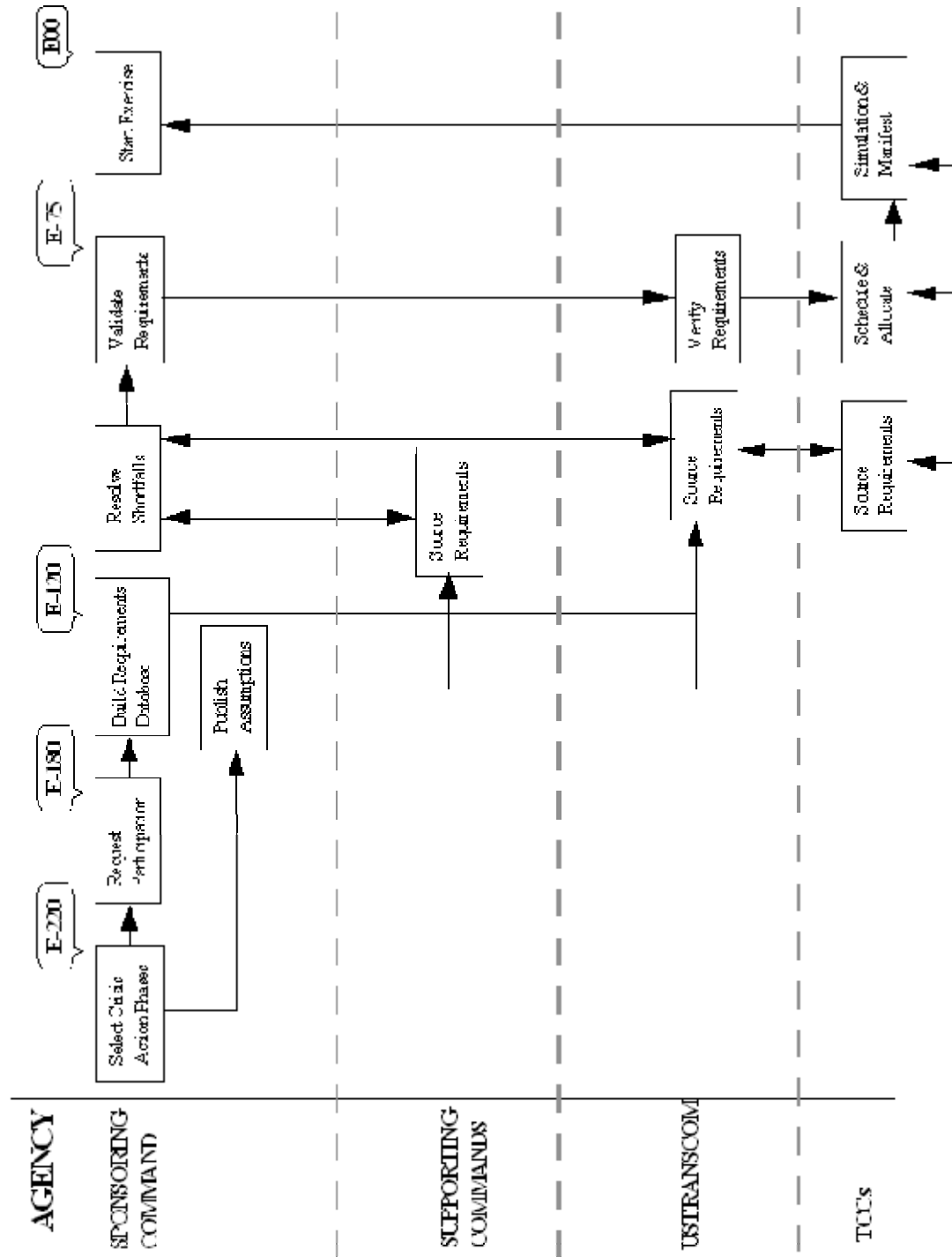
Figure R-1. JOPES Process Map

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5

1   c. Start-of-Event Information and Databases (Sequential Execution of CAP
2   Phase). The sponsoring command must develop and publish adequate
3   information to set up a starting position that is both believable and extensible.
4   To be believable, the start position must be congruent with current Defense
5   Planning Guidance, operation plans, national intelligence estimate, and the
6   JSCP. Wide divergence from these authoritative sources increases the risk that
7   training event participants will not understand the start position well enough
8   to accomplish joint training. To be extensible, the start position must contain
9   a major part of the information that should be procedurally generated up to the
10   start point. Event planners extend this information into exercises within the
11   play window. Participants react to events based on the start information and
12   the events themselves. For example, if the training event starts with issuance
13   of a CJCS alert order, signifying the beginning of execution planning (Phase V),
14   then all crisis action information that should have been generated up to that
15   point must be created and entered into appropriate information systems,
16   including JOPES, prior to the start of the training event. In the case of a Phase
17   V start, a representative start position should include: CJCS and Combatant
18   Commander warning or planning orders; Combatant Commander's estimate;
19   COA databases; feasibility estimates from supporting commands and agencies;
20   intelligence estimates; transportation requirements database for selected COA;
21   JOPES instructions; and the CJCS alert order.
22
23   d. Requirements and Transportation Data. To start training event any
24   time after deployment commences, i.e., after C-day, the sponsoring command
25   must accomplish the actions described below with the cooperation of other
26   DOD components. Milestones are shown in Table R-1. E00 is the date on
27   which the exercise starts.
28

Event	OPR	Milestone
Select Crisis Action Phases	Sponsoring Command	E-220
Request Participation and Support	Sponsoring Command	E-180
Publish Assumptions	Sponsoring Command	E-120
Complete Requirements Database and Direct Sourcing	Sponsoring Command	E-120
Complete Requirement Sourcing	Supporting Commands and Agencies	E-85
Validate Requirements for Transportation Scheduling	Sponsoring Command	E-75
Verify Requirements and Direct Scheduling	USTRANSCOM	E-70
Complete Scheduling and Allocation of Transportation Assets	USTRANSCOM	E-40
Complete Simulation of Transportation Execution	USTRANSCOM	E-30

Event	OPR	Milestone
Training Event Starts	Sponsoring Command	E00

Table R-1. JOPES Data Planning Milestones

(1) Develop and Publish Assumptions. The sponsoring command develops and publishes assumptions about events happening prior to training event start. For a Phase VI start, assumptions must include: mobilization condition and dates, forces readiness and allocation, transportation allocation, port capacities, and threat environment.

(2) Create Requirements Database and Direct Sourcing. The sponsoring command creates, modifies, or updates an existing operation plan requirements database. When the requirements database is complete, the sponsoring command requests supporting commands and agency's sourcing. Record communications should be used.

1. Source Requirements. Supporting commands and agencies review the requirements database and update sourcing data consistent with training event assumptions (see reference m for data requirements). Requirements that cannot be sourced will be marked as shortfalls. Using record communication, supporting commands and agencies will notify the sponsoring command when sourcing is complete.

2. Resolve Shortfalls. The sponsoring command should review the requirements database and attempt to resolve shortfalls. If shortfalls cannot be resolved, then the sponsoring command may need to change assumptions, change requirements, or revise the joint training event.

3. Validate Requirements and Set C-day. The sponsoring command will evaluate the requirements database and correct any errors that would preclude allocation of requirements to transportation assets (see reference m for additional information on validation). Also, the sponsoring command will set C-day according to assumptions. The sponsoring command will execute the JOPES function that identifies requirements valid for transportation scheduling. Valid requirements will be free of errors and contain data at the required level of detail to allow allocation to transportation assets. Quantity of requirements to validate is shown in Table R-2. In Table R-2, the start of training event is E00, which is equal to C030 (the 31st day of deployment). Quantity of requirements for validation is based on procedures in reference m. The sponsoring command should use GCCS/JOPES news groups to notify USTRANSCOM that requirements are validated for transportation scheduling.

Transportation Mode and Source	Requirements Validated at Start	Example for validation due (COA = C030)
Air AMC	EAD minus 6.	Validate requirements with an EAD of C024
Sea MSC	EAD minus 44	Validate requirement with an EAD on N013

Table R-2. Requirement Validation

4. Verify Requirements and Direct Scheduling. USTRANSCOM will verify that validated requirements are ready for scheduling. Then, USTRANSCOM will execute JOPES function that marks requirements as pulled for transportation scheduling. USTRANSCOM will notify its Service components to start transportation scheduling, allocation, and manifesting.

5. Schedule and Allocate Transportation Assets. AMC, MSC and SDDC will schedule and allocate transportation assets (aircraft and ships) moving the sponsoring command's validated requirements. Schedules are developed based on sponsoring command-provided assumptions and validated requirements. AMC develops aircraft schedules and requirement allocations and enters them into JOPES S&M. All aircraft scheduled to move unit requirements are allocated. MSC, in cooperation with SDDC, develops ship schedules and enters them into JOPES S&M. The quantity of schedules and allocations to enter into JOPES S&M are shown in Table R-3. In Figure R-1, the start of training event is E00, which is equal to C030 (the 31st day of deployment). Quantity of schedules and allocations is based on procedures in reference m. AMC and MSC will notify USTRANSCOM when scheduling and allocation are complete; USTRANSCOM will notify sponsoring command.

Mode and Source	Quantity of Schedules	Example for scheduling on C030 (ALD = C030))
Air AMC	ALD minus 3 Day	Schedule for aircraft departing the APOE on or before 2359Z on C027.
Sea MSC	ALD minus 7 days	Schedule for ships scheduled to depart SPOE on C023.

TableR-3. Transportation Scheduling and Allocation

6. Simulate Transportation Execution. Transportation simulation includes entering actual departure and arrival times of aircraft or ships, and entering manifests for aircraft or ships into JOPES S&M. AMC enters aircraft departure and arrival times to simulate actual aircraft movement. The command operating the APOE enters final manifest information in JOPES not

1 later than 1 hour after aircraft departure. MSC enters actual ship departure
2 and arrival times to simulate ship movement. The command operating the
3 SPOE enters final manifest information in JOPES not later than 2 hours after
4 ship departure from SPOE or 48 hours before ship arrival at SPOD, whichever
5 is first. Ship manifests include unit or non-unit requirements with quantity of
6 cargo or number of passengers. AMC, MSC, and SDDC will notify
7 USTRANSCOM when transportation execution data is complete; USTRANSCOM
8 will notify sponsoring command.
9
10   e. Event Execution and Transportation Data. If USTRANSCOM and its
11 component commands have agreed to participate in the training event, JOPES
12 can support simulation of incremental transportation requirement validation
13 and scheduling process as described reference m. If joint training does not
14 require this simulation, or if USTRANSCOM support is not available, then
15 quantities of transportation requirements for validation (Table R-2) and
16 transportation assets scheduled, allocated, and manifested (Table R-3) can be
17 adjusted to support the entire training event time period.
18
19 5. Planning Conferences and JOPES Support. Sponsoring commands
20 normally use planning conferences to ensure CPX, CAX, or war game planning
21 fully supports execution. Simulation planning at each conference is important,
22 so last minute data development is not required. Exercise planning normally
23 includes an IPC, MSEL conference, MPC, and FPC. Table R-4 shows
24 relationship between JOPES simulation planning steps and planning
25 conferences. In Table R-4, each conference is related to the JOPES data
26 development steps. The second column indicates whether the JOPES data
27 development step should be completed before or after the associated
28 conference.
29

Conference	Should happen (Before/After)	JOPES Data Development Step
Initial Planning	After	Conduct Concept Development Conference
	After	Select Crisis Action Phases
	Before	Request Participation and Support
	Before	Publish Assumptions
	Before	Complete Requirements Database and Direct Sourcing
MSEL Conference	After	Complete Requirement Sourcing
Mid Planning	After	Validate Requirements for Transportation Scheduling
	After	Verify Requirements and Direct Scheduling

R-7

Conference	Should happen (Before/After)	JOPES Data Development Step
Final Planning	After	Complete Scheduling and Allocation of Transportation Assets
	After	Complete Simulation of Transportation Execution
	Before	Training Event Starts

Table R-4. Conferences and JOPES Data Planning

6. <u>GCCS Components</u>. Table S-5 describes automated components of the GCCS that are useful for supporting joint training. Joint Staff, J3-CSOD, is the functional proponent for GCCS.

Component Name	Description	Application to Joint Training
Airfields	Provides access to worldwide airfield information database.	Support assumptions and events about airfield availability and capacity.
APPLIXware	Office automation software for word processing, graphics, and spreadsheet.	Office automation functions
Automated Message Handling System (AMHS)	Provides user access to electronic messages in Automated Digital Network (AUTODIN).	Transmit and receive event-planning messages. Transmit and receive event-implementer messages.
I3, ACOA and DVT	Integrated Imagery and Intelligence, Adaptive Course of Action application and Deployment Visualization Tool	Supports COA development for training event and exercise participants
GCCS Status of Resources and Training System (GSORTS)	Provides identification, location, deployment status, and other unit data. Also uses NIMA maps to display information.	Supports assumptions about units. May allow construction of custom unit database for training event.
Information Management System (IMS)	Allows user to move TPFDD files among GCCS applications.	Allows exercise planners to move TPFDD files among GCCS applications.

Component Name	Description	Application to Joint Training
Internet News	Bulletin board-style communication tool for uploading and downloading files to communication servers.	Provides communication tool that can support planning and execution.
Common Operational Picture (COP)	Provides a common graphical depiction of the battlespace of an area of operation. Uses NIMA geospatial data.	Depicts and amplifies current disposition of forces used in the exercise, enabling the commander to predict and influence future disposition
Rapid Query Tool (RQT)	Generates queries and reports against core database.	Execute queries and reports during planning and execution.
Force Validation Tool (FVT)	Allows scheduling and movement data to flow into GCCS scheduling and movement	Support simulated generation of transportation schedules, allocations, manifests, and transportation execution.
Web Browser	Provides access to World Wide Web (WWW). Allows communication and file transfer.	Supports event planning and execution coordination requirements.
JOPES Editing Tool (JET)	JOPES External System Interface-Allows validation of requirements prior to scheduling	Modify exercise JOPES requirements database
Scheduling and Movement (S&M)	Provides in-transit visibility of requirements and transportation assets.	Produce and maintain transportation schedules, allocations, and manifests. Simulate execution of transportation.
Theater Analysis and Re-planning Graphical Execution Toolkit (TARGET)	Provides capability to do distributed-collaborative planning. Supports rapid COA development, assessment, selection, and execution.	Repository for start-of-event information. Display start-of-event conditions. Employ during event execution.

1
2   Table R-5. GCCS System Components and Joint Training
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21   (INTENTIONALLY BLANK)
22
23

1   ENCLOSURE S
2
3   METHODS, MODES, AND MEDIA
4
5 1. <u>Purpose</u>. This Enclosure describes a methodology for applying a logical
6 process to select appropriate training methodologies and training support tools
7 in order to train to a task given the training audience, the expected outcome,
8 and the resources available.
9
10 2. <u>General</u>. The selection of the most appropriate training method is
11 important to the entire requirements-based Joint Training System. The JTS
12 promotes two primary training methods – academic and exercise. Additionally,
13 a combination of the two methods often is used to satisfy the training
14 objectives of any single joint training event. Each of the two primary methods
15 can be further divided into ways (modes) and specific tools (media) to conduct
16 the training event (see Figure S-1).
17

Design the training event that best addresses the training requirements

Method — Basic learning methodologies (Academic & Exercise)

Mode — Different ways of accomplishing each method

Media — Specific learning support tools selected to enable achievement of the training objectives
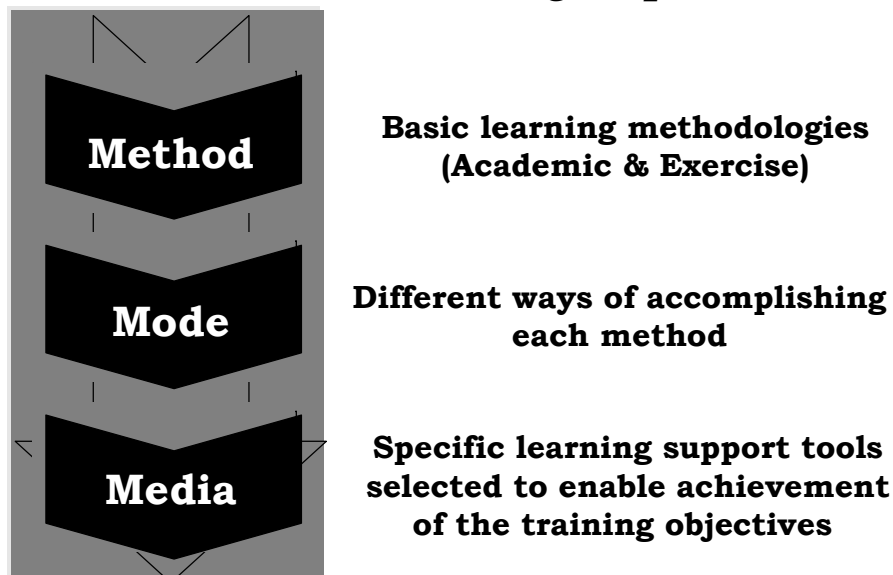
18
19
20   Figure S-1. Hierarchy of Joint Training Tools
21
22   a. Reference b defines training as follows: "Training is instruction and
23 applied exercises for acquiring and retaining skills, knowledge, and attitudes
24 required to complete specific tasks."
25

1   b. At the highest level of the hierarchy of joint training are methods or the
2 basic learning approach methodology used to conduct training. Methods are
3 broken down into modes, or different ways in which each method can be
4 accomplished. Media refers to the specific training implementation tools
5 available to conduct or support each mode of training for each method.
6
7   c. Matching the appropriate *training strategy and training support tools*
8 (training methods, modes, and media) together with the training required, is
9 critical to training efficiently and effectively. Which mode or media is best for a
10 particular training application depends on the training objective(s), training
11 audience, and available resources. While a specific mode or media may be
12 absolutely the best theoretical choice to match the training objective(s),
13 training audience, and selected training method, it may not always be the
14 practical choice and other modes or media may represent the most appropriate
15 choice. The relationship of joint training methods, modes, and media to the
16 categories of the joint training audiences is depicted in Figure S-2.
17

Joint Training
Methods/Modes/Media

Training Audience	Training Methods	Training Modes	Training Media
Individual & Staff & Collective Staff	Academic & Exercise	• Brainstorming • Case Study • Command Post Exercise (CPX) • Computer-based Training • Conference (Discussion) • Distributed Learning (DL) • Facilitated Instruction • Field Training Exercise (FTX) • Gaming • Lecture • Mentoring • OJT • Platform Instruction • Practical Exercise (PE) • Role Playing • Seminar • Staff Exercise (STAFFEX) • Tutorial • Workshop • Etc.	• Audio • CD-ROM • Computer software • DVD • Film • Hypermedia • Models • Multimedia • Operational Systems and Equipment • Printed Text • Programmed Instruction • Simulation • Slides • Television • Video • VTC • Worldwide Web • Etc.

18
19
20   Figure S-2. Joint Training Methods/Modes/Media
21
22 3. <u>Methodology</u>. The process of identifying an effective training strategy to
23 meet training requirements is critical to the successful application of the JTS.
24 Core to the development of an effective training strategy is identification and
25 refinement of the training audience and development of training objectives.
26 Simplistically, training requirements can be characterized as *who must be*
27 *trained to do what*. Joint training requirement identification begins with an

1 assessment of the command's most critical mission capability requirements
2 documented in the command JMETL. Simplistically, in this assessment the
3 commander is asking: *if these are my most essential mission capability*
4 *requirements, how well can we meet those requirements NOW*? The results of
5 this assessment can identify shortfalls in overall capability related to any
6 number of elements of capability or readiness construct such as materiel,
7 organization, doctrine, facilities, leadership, personnel and training, etc. Those
8 identified deficiencies in capability that can be obviated or eliminated through
9 training of the personnel, staff elements and/or organizations responsible for
10 providing the deficient areas of capability may become joint training
11 requirements.
12
13   a. Training requirements, then, are based on an assessment of the training
14 audience's current capability individually, as a staff element or as a joint staff
15 team to execute command missions and the commander's training guidance.
16 Training requirements consist of those individuals, staffs, and organizations
17 assessed as requiring training on specific tasks and training specified in the
18 commander's training guidance. The appropriate training methodology can be
19 selected from an analysis of the training requirements, the refined training
20 audience, and training objectives. The process for selecting a training
21 methodology is depicted in Figure S-3. It provides a flow diagram of the
22 method(s), mode(s), and media selection process. Once a method (academic or
23 exercise) or combination of both methods is selected, further decision trees will
24 assist in defining the specific mode(s) and media to support that selection.
25
26
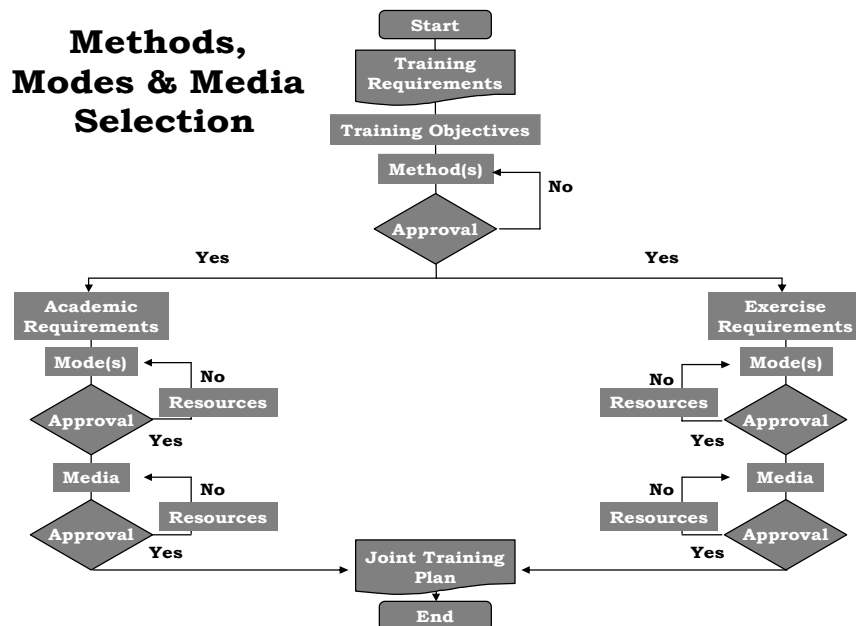
Figure S-3. Methods, Modes, and Media Decision Tree

S-3

b. The selection of the training method begins with determining the purpose of the training event. In other words, who is the training audience and what is the training intent, derived from analysis of the training requirements and commander's training guidance? Selection of the appropriate methodology starts with identification of the training objective(s). Identification of the training objective(s) will lead to determination of whether the training method should be an academic or exercise training event or a combination of both methodologies.

c. Academic and exercise events are different in nature and consequently are best suited to different purposes. Academic events are best suited for cognitive learning, involving either new information or building on knowledge already attained in order to gain a higher level of understanding. Individuals must also learn the appropriate skills and attitudes needed to perform specified task(s) well and demonstrate the ability to perform the task(s) to the required standard of performance under the relevant conditions that may affect task performance.

d. Exercises are often characterized as collective task training designed to develop proficiency and teamwork in performing tasks to specified standards. Exercises also enable practice and development of proficiency in supporting individual skills and tasks. Thus, exercises are best suited for practice, assessment, and validation of specific skills. Figure S-4 lists the expected outcome of the training event.

e. There are also situations that may lend themselves to a combination of both academic and exercise methods. An example might be a noncombatant evacuation operation (NEO) exercise that incorporates the academic method, selected modes, and media to build knowledge and understanding of doctrine, the operational environment, processes, and procedures within the training audience prior to their practicing specific skills through a scenario-based exercise.

1

Determine the required outcome of the training event

| Educate |
| Remediate |
| Prepare for Event |
| Practice Skills |
| Evaluate Performance |
| Validate Capability |

Develop Skills

Sustain & Confirm Skills

2
3
4　　　　Figure S-4. Required Outcomes of Training Events
5
6
7　　　f. Required outcomes of training events can be defined as follows:
8
9　　　　　(1) Educate. The movement from a current level of knowledge and
10　understanding to a higher level.
11
12　　　　　(2) Remediate. Filling in identified gaps in knowledge and
13　understanding .
14
15　　　　　(3) Prepare for Event. Joint training up to the application level of
16　learning in preparation for participation in a follow-on training event as part of
17　the training audience. Example: exercise precursor training in preparation for
18　a joint exercise. Focus is on specific mission or capability.
19
20　　　　　(4) Practice. Application of skills acquired in training.
21
22　　　　　(5) Evaluate. Appraisal of training audience performance within a
23　specific set of mission tasks (tasks, conditions, and standards) or capability.
24
25　　　　　(6) Validate. Confirm training audience abilities in terms of mission
26　capability requirements (tasks, conditions, and standards). Confirm new or

1 revised doctrine and TTP, or concepts, or strategies for the purpose of
2 certification.
3
4   g. Depending on the analysis of the above training outcomes, the best
5 method for training for a specific training requirement will become apparent.
6 Figure S-5 depicts this concept and demonstrates the best methodology for
7 training is either through the academic or exercise method, or a combination of
8 both methods in a single training event or series of related events.
9

Select method of training
based on required outcome

If selected outcome is:

Educate		Practice Skills
Remediate		Evaluate Performance
Prepare for Event		Validate Capability

*Appropriate method
of training is:*

Academic ⟷ **Exercise**
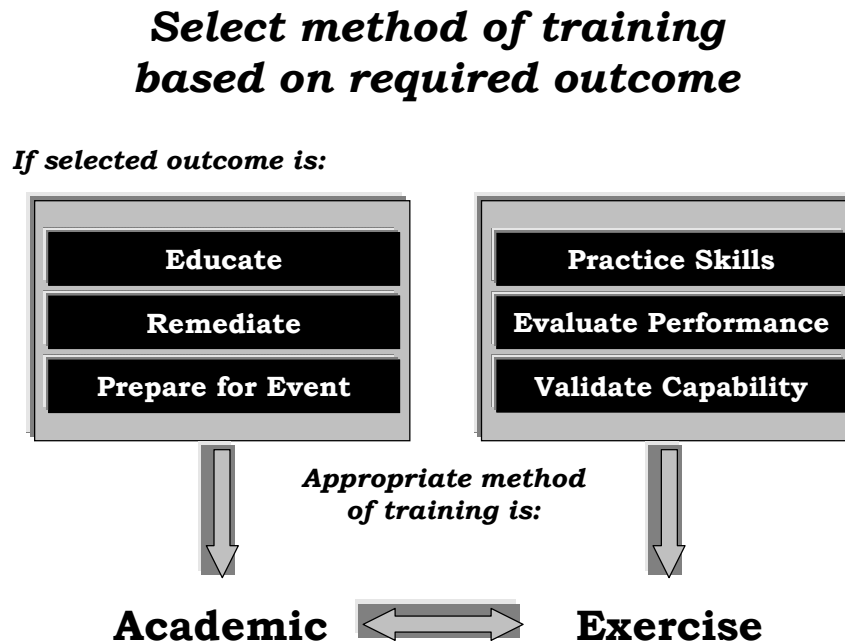
10
11
12   Figure S-5. Selection Criteria
13
14 4. Mode Selection. Modes represent the varied *ways* that training can be
15 accomplished utilizing a specific training method. In selecting the proper
16 training mode(s), the trainer must consider that different areas of knowledge
17 and skills require different attention and treatment in the design of
18 training/instructional activities. Here, the translation of training objectives
19 into the applicable knowledge, skill, attitudes, and abilities (KSAA) is essential
20 to effective training development. Specifically:
21
22   a. Concept learning requires information gathering and organization
23
24   b. Cognitive skills require problem solving and critical thinking
25
26   c. Psychomotor skills require practice and hands-on experience
27

S-6

1   d. Attitudinal changes require role play and situational practice
2 A menu and description of potential training modes and their attributes can be
3 found in Enclosure S, Appendix A.
4
5 5. <u>Modes (Academic)</u>. Once the method (academic or exercise) is selected,
6 the next step is to determine the mode(s) of training, then the media to be used
7 to accomplish the training objectives. Figure S-6 highlights the academic
8 portion of the decision tree. The figure assumes the selection of the academic
9 method. The shaded area shows the process for selection of academic mode(s)
10 and media.
11

Academic Method

Mode(s) & Media Selection

Start
Training Requirements
Training Objectives
Method(s)
No
Approval
Yes   Yes
Academic Requirements   Exercise Requirements
Mode(s)   No   No   Mode(s)
Resources   Resources
Approval   Approval
Yes   Yes
Media   No   No   Media
Resources   Resources
Approval   Approval
Yes   Joint Training Plan   Yes
End
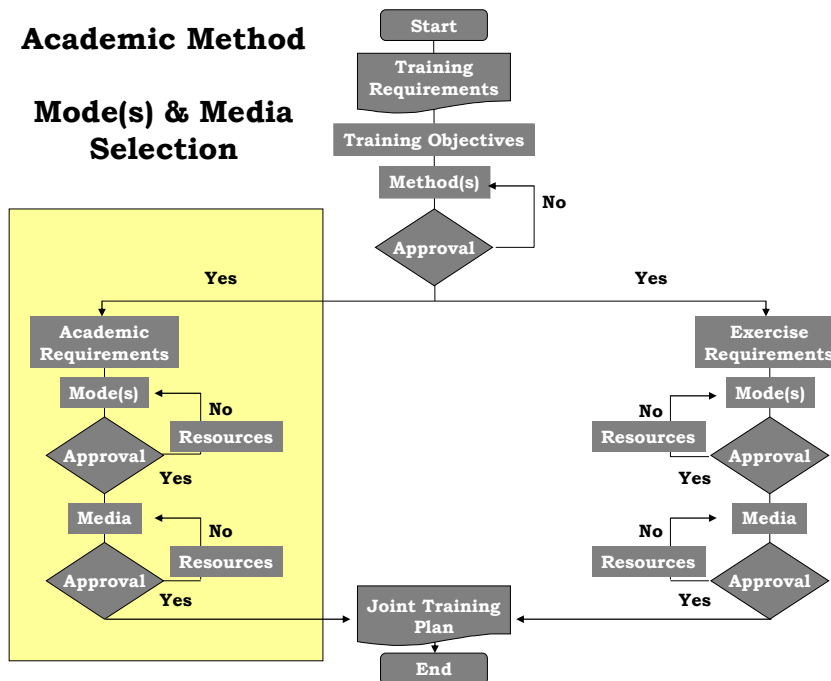
12
13
14   Figure S-6. Academic Decision Tree
15
16   a. The composition and nature of the training audience plays a pivotal
17 role in determining the best mode of academic event to meet the defined
18 training requirements. Joint training audiences can be classified as individual,
19 staff, or collective based on the level of the staff concerned: combatant
20 command, subordinate joint force headquarters, Service component
21 headquarters, or multi-echelon joint training. There are also internal staff
22 training audience levels: command leadership, action officers, and staff
23 augmentees and liaison officers (see Figure S-7). Each level has disparate
24 experiences, functions, tasks**,** and perspectives as well as differing availability
25 for training.
26
27
28

1
2

Academic Mode Selection

*Match the training audience and training objectives
with the most effective/efficient mode(s) of training
within available resources*

☐ **Leadership**

☐ **Staff**

☐ **Staff Element**

☐ **Board, Center, Cell**

☐ **Action Officer**

☐ **Liaison Officer**

☐ **Augmentee**
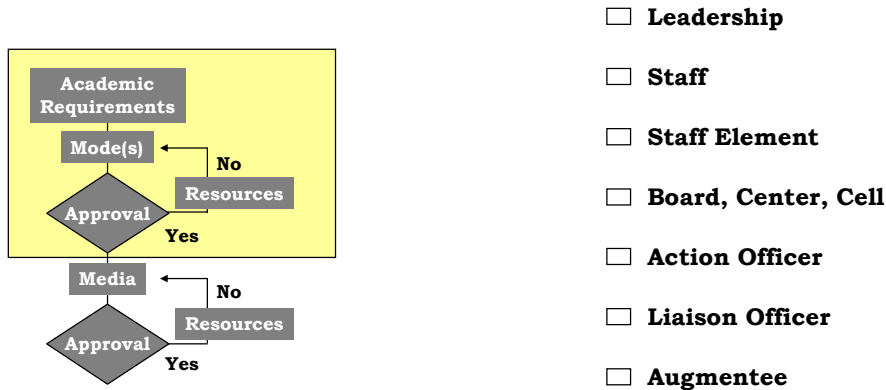
3
4
5   Figure S-7. Academic Training Audience
6
7   b. Academic training events can be effectively executed using a variety of
8 training modes. Some of the more commonly used modes to train joint training
9 audiences are depicted in Figure S-8. Specific academic training mode
10 selection should be guided by an assessment of the joint training audience,
11 training objectives, and available resources to support the training.
12

1

Academic Mode Selection

***Match the training audience and training objectives
with the most effective/efficient mode(s) of training
within available resources***
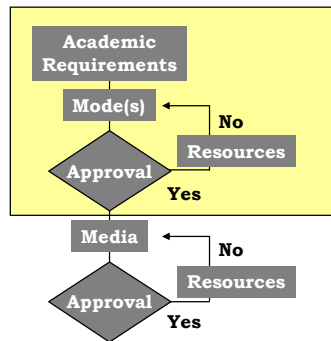
☐ **Distributed Learning**

☐ **Computer-based Instruction**

☐ **Case Study**

☐ **Platform Instruction**

☐ **Seminar**

☐ **Tutorial**

☐ **Workshop**

☐ **Other**

```
Academic
Requirements
     │
  Mode(s) ◄──── No
     │        Resources
  Approval ◄───┘
     │  Yes
  Media ◄──── No
     │      Resources
  Approval ◄─┘
       Yes
```

2
3
4   Figure S-8. Academic Mode Selection
5
6   c. During the mode selection process, it is helpful to examine the
7   advantages and disadvantages of each mode. Development of a decision
8   matrix, such as the example depicted in Figure S-9, will aid the joint trainer in
9   determining the most appropriate mode of training based on the joint training
10   audience and training objectives. The matrix in Figure S-9 shows an example
11   of how to analyze different training modes given the training audience as well
12   as the advantages and disadvantages for each mode. The analysis of this
13   information should assist in determining which mode is most appropriate in
14   conducting academic training within available resource constraints.
15

1

Academic Mode Selection Example

Mode	Training Audience	Advantages	Disadvantages
Platform Instruction (Lectures & Seminars)	Leader Staff Action Officer Liaison Officer Augmentee	-Ideal for presenting new information and concepts -Instructional expertise may reside internally	-Requires an instructional area -May require courseware development -May require resources for guest instructor
Facilitated Instruction (Workshops and Facilitated Seminars)	Leader Staff Action Officer Liaison Officer Augmentee	-Guided and tailored instruction -Inductive instruction -Workshop designed for Senior Leader	-Requires trained facilitator -Man-hours required of the training audience -May require external resources and travel costs
Programmed Instruction	Action Officer Liaison Officer Augmentee	-Flexible and portable application -Self-paced -Excellent way to impart basic knowledge	-Lack of interaction and remediation -Requires training development resources and expertise
Distributed Learning	Action Officer Liaison Officer Augmentee	-Low life cycle costs; once designed and developed -Potential for centralized trainee management, lesson updating, and trend analysis	-Highest cost of academic modes -Initial high investment costs -Lack of person to person interaction -Requires trainee access to computer/software/internet
Computer-based Instruction	Action Officer Liaison Officer Augmentee	-Centralized training development can support many similar training audiences -Highly flexible training delivery and persistent access	

2
3
4   Figure S-9. Academic Mode Selection Matrix
5
6   6.   Media (Academic). Once the appropriate academic mode is selected, one
7   or more of several media options to support the utilization of that mode is then
8   selected. Before considering the media options, a determination of whether the
9   training can be accomplished internally with available resources or if
10   assistance is required should be made.
11
12   a. The designated joint trainer has many available academic media
13   options to support the selected mode(s) of training in an academic event. The
14   medium is the physical means by which the training/instructional message is
15   communicated to the training audience. The following media are offered for
16   consideration in designing the academic event: audio, printed text (handouts,
17   lesson plans, outlines, procedural guides, templates, checklists, etc.), video or
18   film, computer software, CD-ROM/DVD, and the worldwide web (See Figure S-
19   10). Additionally, many pre-packaged solutions (content, mode and media) to
20   certain academic training requirements are available through joint training
21   support sources such as the JKDDC.
22

1 A menu and description of potential training media and their attributes can be
2 found in Enclosure S, Appendix B.
3

Academic Media Selection

*Match the training audience, training objectives and
mode(s) with the most effective/efficient media
for training within available resources*

☐ **Audio**

☐ **Computer Software**

☐ **CD-ROM/DVD**

☐ **Printed Text**

☐ **Slides**

☐ **Video**

☐ **Worldwide Web**
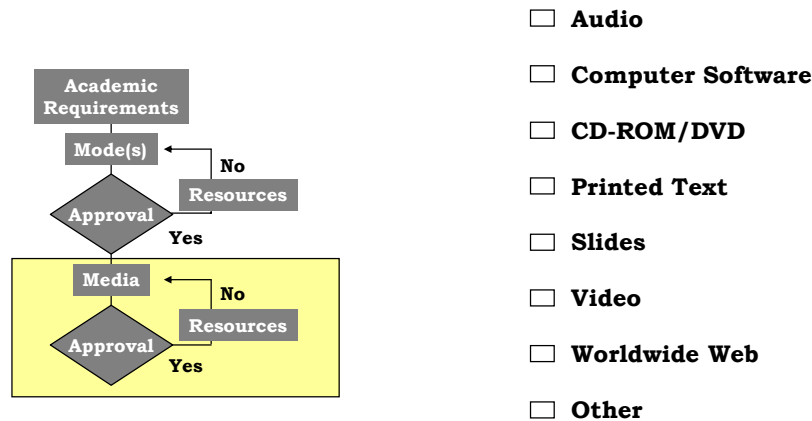
☐ **Other**

4
5
6   Figure S-10. Academic Media Selection
7
8
9   b. If the training cannot be supported internally, there are other agencies
10 that may provide support. Options include training provided or supported by
11 USJFCOM JWFC, JFSC, or other organizations through the use of mobile
12 training teams or other means. Additionally, resident, exportable, or
13 distributed training elements may be available to support joint training. Refer
14 to USJFCOM JKO, for Training Resources, Interactive Courseware, and the
15 Joint Course Database.
16
17 7.   Modes (Exercise). Training has been characterized as "relevant practice
18 plus feedback." The exercise method of joint training provides the joint
19 training audiences dedicated opportunities to practice required skills in
20 scenarios that foster learning and receive performance feedback during and
21 after the training event. Relevant practice plus feedback leads to required
22 learning and task performance capability.
23
24   a. Practice is repeated to gain proficiency using the psychomotor,
25 cognitive, and affective skills acquired in training. Initial practice occurs while
26 the individual, staff, or organization is developing skills and practice is

1 subsequently used to reinforce and retain proficiency. Practice enables
2 successful task accomplishment.
3
4   b. Feedback is information provided that indicates the appropriateness of
5 the response to training stimuli or the performance outcome resulting from
6 skill application. Feedback may be provided by a number of means in formal
7 and informal training situations. In the joint training environment, feedback
8 can run the gamut and come from individual self-assessment or evaluations
9 from peers, trainers, instructors, supervisors, observer/trainers, commanders,
10 and senior mentors. Feedback may be provided in many forms from informal
11 one-on-one tutoring or peer critique during on-the-job training to formal after-
12 action review at the end of a major training event.
13
14   c. The shaded area in Figure S-11 outlines the process steps necessary to
15 select the appropriate exercise mode(s) and media.
16
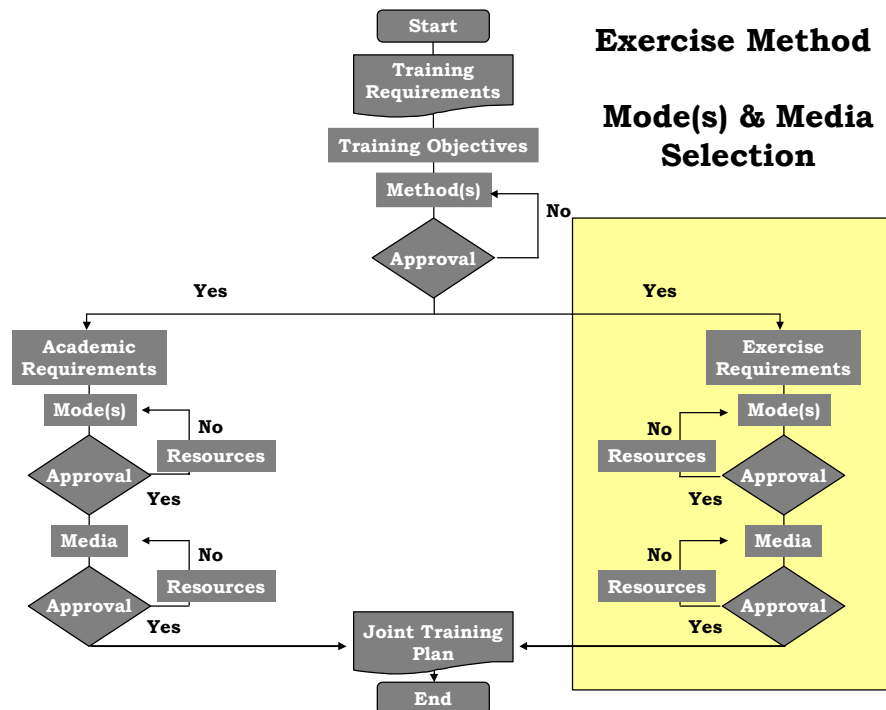
17
18
19   Figure S-11. Exercise Method Decision Tree
20
21   d. Before starting the exercise mode selection process, the joint trainer
22 needs to answer the following questions:
23
24   (1) Who is the primary joint training audience?
25
26   (2) What are the required outcomes of the joint training event? These
27 questions are further amplified in Figure S-12.

1

Exercise Mode Selection

Match the training audience and training objectives with the most effective/efficient mode(s) of training within available resources

Who is the training audience?

- Combatant command staff
- Joint Task Force HQ staff
- Component command HQ staff

What training outcomes are required?

- Practice skills
- Evaluate performance
- Validate capability
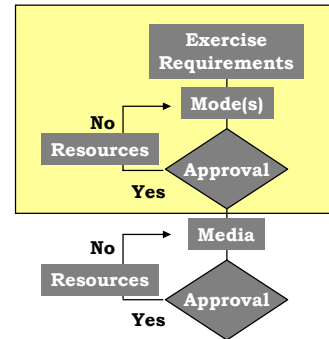
2
3
4 Figure S-12. Questions to Aid Exercise Mode Selection
5
6   e. There are four basic modes of exercise commonly used to accomplish
7 and support joint training. The practical exercise is used to practice specific
8 joint skills and the execution of joint tasks primarily at the individual and
9 small group level of training. This mode of exercise is often used in
10 conjunction with academic modes of training to build, refine, and sustain joint
11 skills in focused joint individual and staff tasks. The staff exercise is used to
12 train, build, and evaluate staff proficiency in staff supporting tasks. A CPX is
13 an exercise in which the forces are simulated, involving the commander, the
14 staff, and communication within and between headquarters. An FTX is a
15 military exercise conducted in the field under simulated war conditions in
16 which troops and armament of one side are actually present while those of the
17 other side are imaginary or simulated. Each of these modes of exercise has
18 specific attributes which can best facilitate joint training of differing joint
19 training audiences and training objectives. See Figures S-13, S-14, and S-15.
20

1
2

Exercise Mode Selection

Match the training audience and training objectives with the most effective/efficient mode(s) of training within available resources

☐ **Practical Exercise (PE)**

☐ **Staff Exercise (STAFFEX)**

☐ **Command Post Exercise (CPX)**

☐ **Field Training Exercise (FTX)**

☐ **Other**
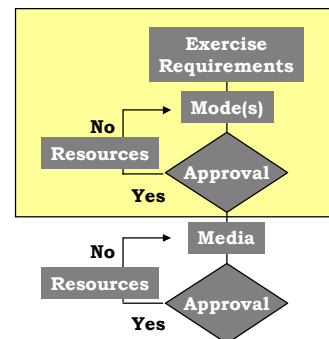
3
4
5   Figure S-13. Exercise Mode(s) Selection
6
7   Each of these four modes of exercise has distinct advantages and
8   disadvantages to the joint trainer as shown in Figure S-14.

1
2

Exercise Mode Selection Example

Exercise Mode	Training Audience	Advantages	Disadvantages
Practical Exercise (PE)	**Individual joint staff members**	-Skill development through application and practice -Ideal for accelerating and reinforcing learning -Very low resource requirements	-Oriented to individual and small group training -Generally used as precursor to follow-on training events -Covers limited tasks/processes
Staff Exercise (STAFFEX)	**Joint Force Commanders & staffs**	-Primary focus on staff coordination and training -Ideal for practicing command processes and task execution -Low resource requirements	-Limited scenario and task set coverage -Often used as precursor to follow-on training events
Command Post Exercise (CPX)	**Joint Force Commanders & staffs**	-Primary focus on staff coordination and training -Ideal for exercising POL/MIL Interagency tasks and issues -Low resource requirements	-Limited training for units below component HQ level -Tactics, techniques and procedures exercised at high echelons only
Field Training Exercise (FTX)	**Joint Force Commands & forces**	-Enables hands-on equipment training -High application of TTP -Accommodates simultaneous small unit training	-Resource intensive -Movement/logistics consumes exercise (training) time -Safety constraints -Requires components be retrained in their specific tasks

3
4
5   Figure S-14. Exercise Mode Selection Matrix
6
7   Given the training audience, the required training outcome, available
8   resources, and keeping in mind the advantages and disadvantages of each
9   mode, the matrix shown in Figure S-15 assists in selecting the appropriate
10   exercise mode alternative.
11
12

1

Exercise Mode Selection
Alternatives

Required Outcome	Combatant Commander & Staff	Joint Task Force Commander & Staff	Component Commander & Staff
Practice Skills	STAFFEX CPX	STAFFEX CPX FTX	STAFFEX CPX FTX
Evaluate Performance	STAFFEX CPX	STAFFEX CPX FTX	STAFFEX CPX FTX
Validate Capability	CPX	CPX FTX	CPX FTX

2
3
4   Figure S-15. Exercise Mode Selection
5
6   8.   Media (Exercise). Once the exercise mode is selected, the next step is to
7   determine the appropriate media to support accomplishment of the training.
8   As with an academic joint training event, before considering the media options
9   for an exercise training event, a determination of whether the training can be
10 accomplished internally with available resources or if assistance is required
11 should be made.
12
13   a. The designated joint trainer has a number of available media options to
14 support the selected mode of training in an exercise event. Selecting the
15 appropriate training/instructional media is absolutely critical in meeting the
16 training objectives. Based on the knowledge, skills, attitudes, and abilities
17 derived from the training objectives, the joint trainer/training designer should
18 be cognizant of the attributes of the various media alternatives and how each
19 best furthers the joint training/learning experience. The following media are
20 offered for consideration in designing the exercise training event: audio, video,
21 multimedia, hypermedia, VTC, models, printed text, operational systems and
22 equipment, simulation, and computer software. See Figure S-16.
23
24
25
26

1

Exercise Media Selection

*Match the training audience, training objectives and
mode(s) with the most effective/efficient media
for training within available resources*

☐ **Audio/Video/Multimedia/Hypermedia**

☐ **Models**

☐ **Operational systems and equipment**

☐ **Simulation (Virtual/Constructive)**

☐ **Printed text**

☐ **Computer software**

☐ **VTC**

☐ **Other**
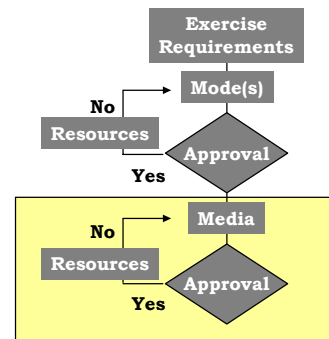
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3
4   Figure S-16. Exercise Media Selection
5
6   9.   <u>Summary.</u> The methodology previously described in this Enclosure
7   provides a logical arrangement of factors to assist the joint trainer in selecting
8   the appropriate method(s), mode(s), and media. Whether by the *academic* or
9   *exercise* method, or a combination of both, joint training must include the
10   application of acquired knowledge, practice of required skills and effective
11   performance feedback in order for individuals, staffs, units, and organizations
12   to develop and demonstrate the respective ability and level of proficiency
13   necessary to accomplish required task(s), under relevant conditions, to
14   specified standards and generate the overarching objective capabilities.
15

1
2
3 APPENDIX A TO ENCLOSURE S
4 MENU OF TRAINING MODES[5]
5

MODE	DESCRIPTION	USES
Brainstorming	Individuals are presented with a problem and develop unconstrained solutions. Instructor/trainer facilitated exercise that fosters creative thinking and problem solving. Particularly suited for mature training audiences. Most effective in relatively small training audiences (not more than 12-15 individuals).	Provides a means for individuals to develop solutions to unpredictable situations or problems. • Draws on training audience knowledge and experience. • Encourages creativity and inter-group stimulation. • Encourages full participation and spirit of cooperation.
Case Study	The individuals are presented a description of a situation and are required to solve problems or identify actions related to the situation. Case study promotes critical thinking and discussion on complex situations with wide-ranging variables where there may be no one clear-cut solution but many alternatives.	Provides an excellent means for an individual to solve problems either by themselves or as a member of a group. Develops analytical and problem solving skills. Allows exploration of complex issues. Enables training audience to apply new knowledge and skills.
Computer-based Instruction (CBI)	CBI is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations.	CBI is of value for presenting learning material in any situation that will maximize individual or group learning

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[5] Adapted from Department of Defense Handbook Instructional Systems Development/Systems Approach to Training and Education, MIL-HDBK-1379 Series; Instructional Systems Development (ISD) and Systems Approach to Training (SAT) MIL-HDBK-29612 Series; TRADOC Regulation 350-70, Systems Approach to Training Management, Processes, and Products, 9 March 1999, Appendix H; and various other education/training methodology guides

Appendix B
Enclosure S

MODE	DESCRIPTION	USES
	Interactive instruction is individual/group centered performance oriented training that requires individuals/groups to practice what they learn, receive immediate feedback, and take tests. The priority for interaction is between the individual and the equipment/subject matter. In CBI, the computer courseware controls the training content, delivery pace, and learning sequence based on individual input. The courseware is designed using a variety of modes of instruction/training to lead the individual/group (training audience) through the learning process.	by full use of multiple learning methods. It provides an effective means of practicing activities. Additionally, each member of the group/training audience may have a different role to play. In CBI: • Information to be learned is presented in small bits. • Individuals/Learners are provided rapid feedback. • Individuals/Learners proceed at their own pace within certain limits. • Material presentations take advantage of media benefits. • Exercises/simulations can be repeated many times using/developing different solutions to problems, e.g., "what if" drills. • Individuals can be exposed to unpredictable situations to maximize learning.
Conference (Discussion)	Individual-centered instruction in which the instructor leads a discussion of the learning objective. Individual participation is elicited. The three general types of discussion are as follows: • **Directed discussion** The instructor guides the training audience discussion so the facts, principles, concepts, or	Prepares individuals for: • Follow-on training. • The application of theory and procedures to specific situations. Stimulates interest and thinking. Develops imaginative solutions to problems. Pools ideas and experiences

MODE	DESCRIPTION	USES
	procedures are clearly articulated and applied. • **Developmental discussion** The instructor guides the discussion to pool training audience knowledge and past experience to improve the performance of all individuals. • **Problem solving conference** The instructor uses the conference to find an acceptable answer or solution to a problem. The instructor defines the problem and encourages free and full training audience participation.	from the training audience. Summarizes, clarifies, and reviews the learning objective material. Requires careful planning by instructor to guide discussion within training/learning objective(s).
Demonstration	The instructor and/or support personnel show and explain operation or action to the training audience via simultaneous use of lecture and a model or actual system/ equipment. The individual is expected to be able to perform the operation or action after the demonstration. Demonstrations can be very valuable in training and critiquing many skills and examining attitudes and values.	This mode of instruction shows how something is done. Some of its more important uses are to: Instruct - - • Manipulative operations and/or procedures, e.g., how something is done. • Equipment operations or functions, e.g., how something works. • Safety procedures. • Teamwork, e.g., how people work together to do something as a team. Illustrate principles, e.g., why something works. Set workmanship standards.

MODE	DESCRIPTION	USES
Distributed Learning (DL)	DL is an instructional mode that allows instructors, individuals, and training content to be located in different locations so that instruction and learning occur independent of time and place. DL is based on the concept of distributed resources. DL is reliant on technology to meet training/learning objectives. Distance learning is a sub-set of distributed learning.	DL is used to reach a broader training audience or elements of a training audience that can not be routinely reached with other modes. Through the use of DL: • Enterprise systems gain greater ability to allocate and leverage resources for training/ learning opportunities. • Individuals gain greater control of how, when, and where their learning occurs. DL can be used in conjunction with and often augments other modes of training/instruction.
Gaming	Applies the concepts of a game, i.e., rules, turn taking, winning, and losing to a learning situation. The individuals "play" the game by obtaining information, making decisions, and taking actions required to accomplish the game objective. Games may be on a board, but with current technology, they will probably be played on a computer. The individual may tend to "play" in terms of winning and losing instead of thinking in terms of training/learning objectives.	Gaming provides: • A means for individuals to make decisions, take actions, and see the results of those actions to accomplish the game objective without killing people or destroying materiel. • Immediate feedback for increased learning. • A means for individuals to be exposed to determining solutions to unpredictable situations to increase learning. • A means for motivating the training audience.
Guest Speaker	An individual, other than a	Experts provide information

MODE	DESCRIPTION	USES
	member of the normal Staff, presents information to support a specific training event. Guest speakers personalize the training topic and help to break down stereotypes. **Note:** Avoid having the speaker present a "Lecture" instead of a discussion-type training event.	directly supportive of the training/learning objectives. The most important uses of the guest speaker is to provide: • Expertise not available within the staff. • Information based on extensive experience. • Current information. • Motivation.
Lecture	Lecture is a careful presentation of facts with organized thoughts and ideas by a qualified individual. Factual material is presented to the training audience in a direct, logical manner. Lectures can be used to effectively introduce or overview a topic and transfer background familiarity as opposed to working knowledge. Lectures are less effective at changing attitudes, developing other learning skills (e.g., analysis, evaluation, teamwork, etc.) or helping individuals/ learners apply knowledge to working situations. **Note:** Dissemination of information in written format is usually more efficient and effective.	Lecture is a means to tell the training audience information they need to know. Some of its more important uses are to: • Disseminate information that is not yet available in print. • Present critical information in a very short time. • Motivate, e.g., set the stage for a training demonstration, discussion, or task performance. • Orient. Lecture can be combined with other modes (e.g. Discussion, Demonstration, etc.) for increased training benefit.
Panel / Facilitated Discussion	A panel, consisting of instructors, guest speakers, facilitators or a combination, discuss material pertinent to the event training/learning objective(s). The panel	Panel / Facilitated Discussion provides a variety of views and opinions concerning a challenge or problem for which there is no one

MODE	DESCRIPTION	USES
	discussion facilitator presents information and responds to training audience questions.	correct solution. Experts present different perspectives and experiences.
Practical Exercise	Training audience is required to perform the action required by the training/learning objectives under specified conditions to the established standard.	The most efficient way to learn to do something is to actually do it and develop skill through application and practice. This method of instruction/training is the best way for an individual to learn to perform the required actions (task) to the established standard. Examples: performance of procedures and processes; planning tasks completion. Also, see "CBI"
• Hardware oriented	Performance is on actual equipment, to include simulators and training devices.	Used when the actual hardware is available and the risk to individuals, equipment, and operations is kept to an acceptable level.
• Non-Hardware oriented	Performance not involving actual equipment, e.g., a paper-based exercise.	Used when hardware is not required to perform the required actions, e. g., "Develop Commander's Estimate."
Research / Study	Individuals research/study material in preparation for subsequent training requirements and training events. It is associated directly to specific, identified training objectives.	Research/Study is used to provide the individuals the opportunity to locate, analyze, and determine facts, procedures, and concepts on their own.
Role playing	Similar to the case study method. Selected members of the training audience act out a simulated situation. The individuals may assume the duties of a staff member in an organization and perform the work of	Role playing provides: • Simulated experience in the task(s) and situation being acted out. • A means to assess

MODE	DESCRIPTION	USES
	that position. Particularly effective in training and practicing communication skills. Role play should always be followed with opportunity for self-assessment and feedback.	decision making in a specific role. • Opportunities for the individual to develop solutions to unpredictable situations and conditions.
Seminar	A group (training audience), usually guided by an instructor, seeks solutions to problems. A seminar can be effectively combined with a practical exercise or series of practical exercises to achieve the training objectives.	The seminar mode is primarily used by a group working on advanced studies or a research project to: • Provide general guidance to the group. • Provide information on techniques and approaches being explored. • Develop imaginative solutions to problems under study.
Trainee Panel	Training audience participates as members of a panel. The panel discusses material directly related to the training/learning objective(s).	Trainee panels are used to obtain: • Full training audience participation in a discussion. • A variety of individual views, especially on material directly associated with subject matter expertise. Also, see "Peer Instruction"
Study Assignment	Assignments are provided to the training audience that they must complete as either independent or supervised study.	Use of Study Assignment provides a means to: • Capitalize on individual differences, thereby improving learning.

MODE	DESCRIPTION	USES
		• Provide enrichment material. • Reduce instruction/training time.
Evaluation	Individuals are evaluated on the performance of the skills and action required by the training/learning objective(s). Performance test is on actual operations systems and equipment, to include simulators and training devices. or Performance not involving actual equipment, e.g., a paper based exercise.	Evaluation is used to determine if the: • Individuals can perform the objective task(s) to the established standards. (Task Performance Evaluation (TPE)) • Training instruction imparts what it is supposed to train. (Training Evaluation)
Evaluation Review	After-action review (AAR) of task performance evaluation(s) with the training audience.	AAR provides timely and effective feedback which increases learning.
Tutorial	The instructor works directly with an individual. It includes adaptive instruction, stimulates active participation, and promotes effectiveness and safety.	The primary uses are to: • Instruct/train individuals in highly complex operations. • Provide individual remedial assistance. • Accelerate or reinforce learning. Also, see "CBI"
Group-paced Instruction	The training of individuals in a group that moves through the training event en masse (in lock-step).	Group-paced Instruction provides for easy management of the training audience.

MODE	DESCRIPTION	USES
Large Group Instruction	A means of delivering training that places much of the responsibility on the instructor or facilitator for the presentation and management control of the training event. The instructor uses various modes of training/ instruction/, e.g., discussions, demonstrations, practical exercises.	Large Group Instruction provides a means to manage the mode of training easily. The training audience is moved through the training as a group with minimal attention to individual trainee training/assistance requirements.
Small Group Instruction	A means of delivering training which places the responsibility for learning on the individual through participation in small groups led by instructor/trainers who serve as role models throughout the training event. Small Group Instruction technique uses appropriate processes, training modes, and techniques tailored to small groups in order to stimulate learning. The instructor/trainer facilitates role modeling, counseling, coaching, learning, and team building in small group instruction.	Small Group Instruction is a technique for learning in small groups that capitalizes on training audience experiences, requires intensive interaction, and makes each individual responsible for his/her own learning. Cooperation takes precedence over competition. An instructor/trainer is required. Small Group Instruction provides: • Individualized learning. • Team building. • Maximum exchange of ideas.
Individualized, Self-paced Instruction	The individual completes lessons at his/her own pace. This instructional strategy is extremely effective when properly managed. It is the foundation for programmed learning and individual computer-based instruction (CBI). When used in a formal environment, it frees up instructor/trainers to provide 1:1 instruction to	Individualized, Self-paced Instruction is of immense value because it is built on the following three principles: • Information is presented in small steps. • The individual learner is given immediate feedback. • Each individual learns at his/her own pace.

S-A-9

MODE	DESCRIPTION	USES
	individuals needing assistance. This technique does not, however, reduce instructor requirements.	To be most effective in a formal training program, management controls are put on the time it takes to complete the training and the number of times an individual may complete an evaluation to prove mastery of the training /learning objective.
Mentoring	Involves a knowledgeable individual who trains, tutors, and/or guides a subordinate or individual, e.g., a leader mentors subordinates.	Mentoring provides direct one-on-one training and guidance to the individual. It also can provide direct real life, on-the-job experience with the required training and guidance, e.g., an apprenticeship or OJT program.
Peer Instruction	Individuals learn from their peers in a group (staff, directorate, branch, cell, etc.) when working toward achieving common training/learning objectives. Individuals are trained by instructor/trainers; then the trained individuals train other individuals.	Peer Instruction is useful for team building if properly controlled by the staff. This technique leverages the advantages of individual training, peer pressure, and motivation to achieve a team objective. Peer training is most effective for training job-related individual critical tasks.
Programmed Instruction	Information is structured to guide the individual through the material (paper text, CBI, simulation, etc.) depending on the individual's response to questions. It is a form of self-paced	Programmed Instruction takes advantage of how individuals learn. It provides information in small bits, provides immediate feedback, and lets the individual progress at his/her own pace.

Appendix B
Enclosure S

MODE	DESCRIPTION	USES
	instruction. Immediate feedback is provided for individual responses.	Also, see "CBI"
Workshop	A meeting of elements of the training audience that come together to work on challenges/problems in small groups. Members of the workshop share a common interest and usually meet for an extended time to improve their proficiency, ability, or understanding by study, research, discussion, and securing information from specialists.	A workshop can be effectively combined with a practical exercise or series of practical exercises. Attributes: • Highly interactive. • Requires special facilities. • Limited in terms of size of training audience. • Time requirements may not support training objective and training schedule.

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3   APPENDIX B TO ENCLOSURE S
4   MENU OF TRAINING MEDIA[6]
5

MEIDA	DESCRIPTION	USERS
Audio	Recorded audio stored on various media such as audio tape, CD-ROM, or DVD.	Attributes: • Easy to record, store and retrieve information. • Equipment for use is compact, portable and easy to operate. • Flexible and adaptable. • Duplication is easy and economical. • Fixed rate of information flow. • Utilizes only one sense.
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	CD-ROMs are particularly well-suited to information that requires large storage capacity. This includes large software applications that support color, graphics, sound, and especially video. Attributes: • Relatively inexpensive to produce. • Extremely portable. • Excellent storage and retrieval of high-quality graphics, audio, and motion video.
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and	CD-ROMs are particularly well-suited to information that requires large storage capacity. This includes large software applications that support color, graphics, sound, and especially video. Attributes: • Relatively inexpensive to produce. • Extremely portable.

S-B-1

MEIDA	DESCRIPTION	USERS
	ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	• Excellent storage and retrieval of high-quality graphics, audio, and motion video.
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	CD-ROMs are particularly well-suited to information that requires large storage capacity. This includes large software applications that support color, graphics, sound, and especially video. Attributes: • Relatively inexpensive to produce. • Extremely portable. • Excellent storage and retrieval of high-quality graphics, audio, and motion video.
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on	

S-B-2

MEIDA	DESCRIPTION	USERS
	a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	
CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	
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CD-ROM	Compact Disc-Read-Only Memory (CD-ROM) is a type of optical disc capable of storing large amounts of	

MEIDA	DESCRIPTION	USERS
	data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	
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Training Aid	A training aid is an item to enhance training. Training aids provide a means for reducing the training development/training costs and improving training	

MEIDA	DESCRIPTION	USERS
	efficiency. Training Aids clarify information and present it in a concise, efficient manner during training, whereas job performance aids may actually replace certain elements of training.	
Videotape/film	Videotape/film is an audiovisual medium. The videotape/film is introduced verbally or with text. The individuals are informed as to what they are to learn from the tape/film. Different methods of instruction may be used to present the material, e.g., demonstrations can be used to present information. Film/Video images can be presented in CBI.	
Video Teleconference (VTC)	VTC is an interactive transmission vehicle for training delivery. VTC supports Video Tele-training (VTT) including Desktop VTT. Desktop VTT is the delivery of instruction by the instructor/facilitator directly to each individual's desktop computer. VTT allows instructor/ facilitator-to-individual(s) and individual-to-individual interaction via audio, video, chat mode, and file sharing. VTC/VTT can be problematic because of:	

MEIDA	DESCRIPTION	USERS
	• Technologies involved. Everything needs to work on all ends for the training session to be successful. • Timing. Everyone needs to be present at same time. • Expense. Fairly expensive if high-quality video is required. • Instructor time. The demands on instructor time can be enormous.	
Worldwide Web (WWW)	The worldwide web is an international, virtual-network-based information service composed of Internet host computers that provide on-line information in a specific hypertext format. WWW servers provide hypertext meta-language (HTML) formatted documents using the hypertext transfer protocol (HTTP). Information on the WWW is accessed with a hypertext browser such as Mosaic, Viola, or Lynx. No hierarchy exists in the WWW, and the same information may be found by many different approaches. (HTML) formatted documents using the hypertext transfer protocol (HTTP). Information on the WWW is accessed with a hypertext browser such as Mosaic, Viola, or Lynx. No hierarchy exists in the	

S-B-9

MEIDA	DESCRIPTION	USERS
	WWW, and the same information may be found by many different approaches.	

1
2 [6] Adapted from Department of Defense Handbook Instructional Systems
3 Development/Systems Approach to Training and Education, MIL-HDBK-1379
4 Series; Instructional Systems Development (ISD) and Systems Approach to
5 Training (SAT) MIL-HDBK-29612 Series; TRADOC Regulation 350-70, Systems
6 Approach to Training Management, Processes, and Products, 9 March 1999,
7 Appendix H; and various other education/training methodology guides
8
9

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e. Joint Publication 5-0, 26 December 2006, "Joint Operational Planning"

f. CJCSM 3500.04 Series, "The Universal Joint Task List (UJTL)"

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h. CJCSI 3401.01 Series, "Chairman's Readiness System"

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k. Strategic Plan for Transforming DOD Training, 8 May

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n. CJCSI 6110.01 Series, "CJCS-Controlled Communications Assets"

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17   v. DoD Instruction 5405.3, "Development of Proposed Public Affairs
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21 May 2007
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26   y. DOD Directive 4270.5, 12 February 2005, "Military Construction"
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28   z. CJCSI 1805.01 Series, "Enlisted Professional Military Education Policy"
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30   aa. CJCSI 6731.01 Series, "Global Command and Control System
31 Security Policy"
32
33
34

1

GLOSSARY

3

4   Part I--Abbreviations and Acronyms

5

6	AAR	after action review
7	AC	Active Component
8	ACOA	Adaptive Course of Action
9	ACTD	Advance Concept Technology Demonstrations
10	ADL	Advance Distributed Learning; Available to Load Date
11	AFFOR	Air Force Forces
12	AFMSS	Air Force Mission Support System
13	ALD	Available to Load Date
14	ALSP	Aggregate-Level Simulation Protocol
15	AMC	Air Mobility Command
16	AMET	Agency Mission Essential Task
17	AMETL	Agency Mission Essential Task List
18	AMHS	Automated Message Handling System
19	AO	area of operations
20	AOC	Air Operations Center
21	AOR	area of responsibility
22	APOD	aerial port of debarkation
23	APOE	aerial port of embarkation
24	ARFOR	Army Forces
25	ASD	Assistant Secretary of Defense
26	ATO	Air Tasking Order
27	ATP	agency training plan
28	AUTODIN	Automated Digital Network
29		
30	BLUFOR	blue force
31	BMD	Ballistic Missile Defense
32	B2C2WG	boards, bureaus, centers, cells and working groups
33		
34	C2	command and control
35	C2W	Command and Control Warfare
36	C4I	Command, Control, Communications, Computers and
37		Intelligence
38	CAXs	computer assisted exercises
39	CAP	crisis action planning
40	CAT	crisis action team
41	CBS	Corps Battle Simulation
42	CBT	computer based training
43	CCD	Critical Cancellation Date
44	CD	computer disk

1	C-day	unnamed day on which a deployment operation begins
2	CDC	Concept Development Conference
3	CEP	Chairman's Exercise Program
4	CE2	combatant command exercise engagement
5	CE2T2	combatant command exercise engagement and Training
6		Transformation
7	CIIT	Capabilities Improvement Initiative Team
8	CIN	cargo increment number
9	CJCS	Chairman of the Joint Chiefs of Staff
10	CJCSI	Chairman of the Joint Chiefs of Staff Instruction
11	CJCSM	CJCS Manual
12	CJTG	Chairman's Joint Training Guidance
13	CJTF	Commander, Joint Task Force or, Combined Joint Task
14		Force (NATO)
15	CMX	crisis management exercise
16	COA	course of action
17	COLISIEUM	Community On-line Intel System for End-users and
18		Managers
19	COMEX	Communications Exercise
20	CONOPS	Concept of Operations
21	CONPLAN	Concept Plan
22	CONUS	Continental United States
23	COP	common operational picture
24	COP-CSE	Common Operational Picture-Combat Support
25	CORE	Control Group, OSS, and After-Action Review Analysis
26	COS	Chief of Staff
27	CPA	CJCS Program Assessment
28	CPXs	command post exercises
29	CRC	CONUS Replacement Center
30	CRD	commander's required date
31	CROP	common relevant operational picture
32	CRS	CJCS readiness system
33	CRSS	Content Requirement Submission Sheet
34	CS	combat support
35	CSA	Combat Support Agency
36	CSEL	Command Senior Enlisted Leader
37	CSR	Commander's Summary Report
38	CSS	combat service support
39	CTAPS	Contingency Theater Automated Planning System
40	CTG	Commander's Training Guidance
41	CTP	commercial ticket program
42	CUOPS	current operations
43		
44	DCCEP	Developing Country Combined Exercise Program
45	DCMA	Defense Contract Management Agency

1	DCR	DOTMLPF change recommendation
2	DBT	Database Transfer
3	DIA	Defense Intelligence Agency
4	DIME	Diplomatic, Informational, Military, Economic
5	DISA	Defense Information Systems Agency
6	DLA	Defense Logistics Agency
7	DOD	Department of Defense
8	DOTMLPF	doctrine, organization, training, materiel, leadership,
9		people, and facilities
10	DPG	Defense Planning Guidance
11	DRRS	Defense Readiness Reporting System
12	DSPO	Defense Support Project Office
13	DTG	date time group
14	DTT	Deployable Training Teams
15	DTS	Defense Transportation System
16	DTRA	Defense Threat Reduction Agency
17	DVT	Deployment Visualization Tool
18		
19	E-Day	day the exercise starts, also known as STARTEX
20	EA	Executive Agent
21	EAD	Earliest Arrival Date
22	ECP	exercise control plan
23	ENDEX	exercise termination
24	ERC	Exercise Related Construction
25	ETL	event team leader
26	EXSCHED	exercise schedule
27		
28	FAAR	Facilitated After-Action Review
29	FEMA	Federal Emergency Management Agency
30	FM	force module
31	FMID	Force Module Identification Identifier
32	FPC	Final Planning Conference
33	FRAGORD	fragmentary orders
34	FRN	force requirement number
35	FTP	File Transfer Protocol
36	FTX	Field Training Exercise
37	FUOPS	future operations
38	FUPLANS	future plans
39	FY	fiscal year
40	FYDP	Five Year Defense Program, Future Years Defense Program
41		
42	GATES	Global Air Transportation Execution System
43	GCC	Geographic combatant commander
44	GCCS	Global Command and Control System

1	GCCS-I3	Global Command and Control System-Integrated Imagery
2		and Intelligence
3	GCSS	Global Combat Support System
4	GENSER	general service
5	GEOLOC	geographic location code
6	GITS	General Intelligence Training System
7	GSORTS	Global Status of Resources and Training System
8	GTN	Global Transportation Network
9		
10	HA	Humanitarian Assistance
11	HAZMAT	Hazardous Materials
12	HITI	High Interest Training Issue
13	HPAC	Hazard Prediction Assessment Capability
14	HQ	headquarters
15		
16	IAW	In Accordance With
17	ID	identification
18	INFOSEC	Information Security
19	ILOC	intermediate location code
20	IMS	Information Management System
21	IO	Information Operations
22	IPC	Initial Planning Conference
23	IPL	Integrated Priority List
24	IPO	Input – Process – Output
25	IPR	In-Progress Review
26	IPS	Illustrative Planning Scenario
27	ISR	Intelligence, Surveillance, and Reconnaissance
28	IT	Inland Transportation
29	ITO	installation transportation office
30	ITRO	Inter-Service Training Review Organization
31	ITV	in-transit visibility
32		
33	J-2	Intelligence Directorate of the Joint Staff
34	J-3	Operations Directorate of the Joint Staff
35	J-4	Logistics Directorate of the Joint Staff
36	J-5	Plans Directorate of the Joint Staff
37	J-6	Command, Control, Communications and Computer
38		Systems Directorate of the Joint Staff
39	J-7	Operational Plans and Joint Force Development Directorate
40		of the Joint Staff
41	J-8	Force Structure, Resource, and Assessment Directorate of
42		the Joint Staff
43		
44	JAEC	Joint Assessment and Enabling Capability
45	J/AMET	joint and/or agency mission-essential task

1	J/AMETL	joint and/or agency mission-essential task list
2	JAOC	Joint Air Operations Center
3	J/ATP	joint and/or agency training plan
4	JATTL	Joint Advanced Training Technology Laboratory
5	JCOA	Joint Center for Operational Analysis
6	JC2WC	Joint Command and Control Warfare Center
7	JCATS	Joint Conflict and Tactical Simulations
8	JCCC	Joint Course and Courseware Catalog
9	JCD	Joint Course Database
10	JCM	Joint Conflict Model
11	JCMOTF	Joint Civil-Military Operations Task Force
12	JCSE	Joint Communication Support Element
13	JCTD	Joint Capabilities Technology Demonstration
14	JDDP	Joint Doctrine Development Program
15	JDDS	Joint Doctrine Development System
16	JDEIS	Joint Doctrine Education and Training Electronic
17		Information System
18		
19	JDLC	Joint Distributed Learning Center
20	JDISS	Joint Deployable Intelligence Support System
21	JDS	Joint Deployment Seminar
22	JECEWSI	Joint Electronic Warfare Simulation
23	JECG	Joint Exercise Control Group
24	JEL	Joint Electronic Library
25	JELC	Joint Event Life Cycle
26	JEP	Joint Exercise Program
27	JET	Joint Event Teams; JOPES Editing Tool
28	JETA	Joint Experimentation, Test and Evaluation, and Advanced
29		Concept Technology Demonstration
30	JEST	Joint Event Support Team
31	JFACC	Joint Force Air Component Commander
32	JFAST	Joint Flow and Analysis System for Transportation
33	JFC	Joint Force Commander
34	JFCOM	Joint Forces Command
35	JFHQ	Joint Force Headquarters
36	JFI	joint force integration
37	JFLCC	joint force land component commander
38	JFMCC	joint force maritime component commander
39	JFSC	Joint Forces Staff College
40	JFT	Joint Force Trainer
41	JFT-O	Joint Force Trainer-Operations
42	JFWC	Joint Forces Warfighting Center
43	JIC	Joint Intelligence Center
44	JIEO	Joint Interoperability Engineering Organization
45	JIL	Joint Intelligence Laboratory

1	JIPB	Joint Intelligence Preparation of the Battlespace
2	JIPOE	Joint Intelligence Preparation of the Operational
3		Environment
4	JKDDC	Joint Knowledge Development and Distribution Capability
5	JLLP	Joint Lessons Learned Program
6	JLVC	Joint Live, Virtual, Constructive Federation
7	JMAARS	Joint Model After-Action Review System
8	JMET	joint mission essential task
9	JMETs	joint mission essential tasks
10	JMETL	joint mission essential task list
11	JMETLs	joint mission essential task lists
12	JMITC	Joint Military Intelligence Training Center
13	JMO	Joint Management Office
14	JMRM	Joint Multi-Resolution Model Federation
15	JNTC	Joint National Training Capability
16	JNOCC	KOPES Network Operations Control Center
17	JOA	joint operations area
18	JOC	Joint Operations Center
19	JOE	joint operational environment
20	JOM	Joint Operations Module
21	JOPES	Joint Operation Planning and Execution System
22	JOPP	Joint Operational Planning Process
23	JPEC	Joint Planning and Execution Community
24	JPME	Joint Professional Military Education
25	JPOI	Joint Program of Instruction
26	JPOTF	Joint Psychological Operations Task Force
27	JPRA	Joint Personnel Recovery Agency
28	JQRR	Joint Quarterly Readiness Review
29	JROC	Joint Requirements Oversight Council
30	JRSOI	joint reception, staging, onward movement, and integration
31	JS	Joint Staff
32	JSCP	Joint Strategic Capabilities Plan
33	JSOTF	Joint Special Operations Task Force
34	JSPC	JOPES Support Personnel Course
35	JSPS	Joint Strategic Planning System
36	JSST	Joint Systems Solutions Team
37	JST	Joint Support Team
38	JSTE	Joint System Training Exercise
39	JTAO	Joint Tactical Air Operations
40	JTCD	Joint Training Course Database
41	JTCWG	Joint Training Curriculum Working Group
42	JTEN	Joint Training and Experimentation Network
43	JT&E	Joint Test and Evaluation
44	JTF	joint task force
45	JTF CS	Joint Task Force Civil Support

1	JTF HQ	Joint Task Force Headquarters
2	JTF SML	Joint Task Force Senior Medical Leaders
3	JTLS	Joint Theater-Level Simulation
4	JTIMS	Joint Training Information Management System
5	JTM	Joint Training Manual
6	JTP	joint training plan
7	JTRG	Joint Training Review Group
8	JTS	Joint Training System
9	JTSST	Joint Training System Support Team
10	JTT	Joint Training Team
11	JWFC	Joint Warfighting Center
12		
13	LAD	Latest Arrival Date
14	LC	Learning Center
15	LDA	Lead Development Agent
16	LL	Lessons Learned
17	LOC	line(s) of communications
18	LOI	letter of instruction
19	LRC	Lesser Regional Contingency
20	LVC	live, virtual and constructive
21		
22	M&S	Modeling and Simulation
23	MARFOR	Marine Corps forces
24	MCO	Major Combat Operations
25	MECC	Military Education Coordination Council
26	MES	Major Exercise Support
27	MET	mission essential task
28	METL	mission essential task list
29	MILSTAMP	Military Standard Transportation and Movement
30		Procedures
31	MIDB	Modernized Integrated Database
32	MINIEX	mini-exercise
33	MLS	multi-level security
34	MOA	memorandum of agreement
35	ModSAF	Modular Semi-automated Force
36	MOU	memorandum of understanding
37	MPC	Mid-Planning Conference
38	MRC	Major Regional Contingency
39	MRX	mission rehearsal exercise
40	MS	mobilization station
41	MSC	Military Sealift Command
42	MTA	mission training assessment
43	MTON	measurement ton
44	MSC	Military Sealift Command
45	MSEL	Master Scenario Event List

1	MTG	master training guide
2	MTW	Major Theater of War
3	MTWS	Marine Air-Ground Task Force Tactical Warfare Simulation
4		
5	NATO	North Atlantic Treaty Organization
6	NAVFOR	Navy forces
7	NBC	nuclear, biological, and chemical
8	NEO	noncombatant evacuation operation
9	NEP	National Exercise Program
10	NES	National Exploitation System
11	NGA	National Geospatial Intelligence Agency
12	NGO	non-government organizations
13	NIEX	No-notice Interoperability Exercise
14	NIPRNET	non-secure internet protocol router network
15	NLT	not later than
16	NMS	National Military Strategy
17	NSA/CSS	National Security Agency/Central Security Service
18	NSC	National Security Council
19		
20	OCA	offensive counterair
21	OCONUS	Outside Continental United States
22	OCR	office of collateral responsibility
23	OCT	Observer Control Tool
24	OP	operational
25	OPFOR	opposing force
26	OPORD	operation order
27	OPLAN	operation plan
28	OPR	office of primary responsibility
29	OP TASK	operational level task
30	OPTEMPO	operating tempo
31	OSD	Office of the Secretary of Defense
32	OSS	Opposing Forces, Situational Forces, and Scenario
33	O/T	observer/trainer
34	OUSD (P&R)	Office of the Undersecretary of Defense for Personnel &
35		Readiness
36		
37	P	partially trained
38	PAJE	Process for Accreditation of Joint Education
39	PAX	passengers
40	PBD	Program Budget Decision
41	PCC	Policy Coordinating Committee
42	PDD	Presidential Decision Directive
43	PDM	Program Decision Memorandum
44	PEM	Program Element Monitor
45	PEP	Program Execution Plan

1	PERSTEMPO	personnel tempo
2	PfP	Partnership for Peace
3	PH	port handling
4	PKO	Peace Keeping Operation
5	PLANEX	Planning Exercise
6	PM	Program Manager, Project Manager
7	PME	Professional Military Education
8	PMESII	political, military, economic, social, informational, and
9		infrastructure
10	POC	point of contact
11	POD	port of debarkation
12	POE	port of embarkation
13	POM	Program Objective Memorandum
14	POV	privately owned vehicle
15	PPBS	Planning. Programming, and Budgeting System
16	PRA	Personnel Recovery Academy
17	PRETC	Personnel Recovery Education and Training Center
18	PROVORG	providing organization
19	PSA	Port Support Activity
20	PSYOP	Psychological Operations
21	PTEE PCC	Policy, Training, Exercises and Evaluation Policy
22		Coordinating Committee
23		
24	QDR	Quadrennial Defense Review
25		
26	RAS OT	Readiness Assessment System Output Tool
27	RC	Reserve Component
28	RDA	Requirement Development Analysis
29	RDT&E	Research, Development, Test and Evaluation
30	RESA	Research, Evaluation and System Analysis
31	RJITF	Regional Joint Intelligence Training Facility
32	RLD	ready-to-load date
33	RO	responsible organization
34	RQT	Reliability Qualification Test; Rapid Query Tool
35	RSO	reception, staging, and onward movement
36		
37	S&M	scheduling and movement
38	S&T	Science and Technology
39	SAE	Special Areas of Emphasis
40	SAV	staff assist visit
41	SCCP	Small Commercial Cargo Program
42	SCP	Security Cooperation Plan
43	SDDC	Surface Deployment and Distribution Command
44	SERE	Survival, Evasion, Resistance and Escape
45	SecDef	Secretary of Defense

1	SIGSEC	signal security
2	SIOP	Single Integrated Operation Plan
3	SIPRNET	Secret Internet Protocol Router Network
4	SITFOR	situational forces
5	SLT	Stakeholders Leadership Team
6	SME	Significant Military Exercise
7	SME	subject matter expert
8	SMEB	Significant Military Exercise Brief
9	SMEN	Significant Military Exercise Notification
10	SN	Strategic National
11	SO	Special Operations
12	SOCJFCOM	Special Operations Command, Joint Forces Command
13	SOF	special operations forces
14	SOP	standing operating procedure
15	SPG	Strategic Planning Guidance
16	SPOD	Seaport of Debarkation
17	SPOE	Seaport of Embarkation
18	SROC	Senior Readiness Oversight Council
19	SSCO	Small-scale Contingency Operations
20	ST	Strategic Theater
21	STAR	Sensitive Target Approval and Review
22	STARTEX	start of exercise
23	STON	short ton
24	STOW	Synthetic Theater of War
25		
26	T	trained
27	T-day	first day of the month in which deployment or redployment
28		starts
29	T2	Training Transformation
30	TA	tactical
31	TACC	Tanker Airlift Control Center
32	TACSIM	Tactical Simulation
33	TARGET	Theater Analysis and Re-planning Graphical Execution
34		Toolkit
35	TCC	Transportation Component Command
36	TCN	transportation control number
37	T/E	training/education
38	TMO	transportation management office
39	TPA	Training Proficiency Assessment
40	TPE	Training Proficiency Evaluation
41	TPFDD	time-phased force and deployment data
42	TO	training objective
43	TPO	task performance observations
44	TPS	Tactical Personnel System (USA)
45		

Glossary I

1	U	untrained
2	UCP	Unified Command Plan
3	UE	Unified Endeavor (a USJFCOM exercise)
4	UIC	unit identification code
5	UJTL	Universal Joint Task List
6	ULN	Unit Line Number
7	UN	United Nations
8	UNAAF	Unified Action Armed Forces
9	USC	United States Code
10	USCENTCOM	United States Central Command
11	USEUCOM	United States European Command
12	USD (P&R)	Under Secretary of Defense for Personnel and Readiness
13	USJFCOM	United States Joint Forces Command
14	USNORTHCOM	United States Northern Command
15	USPACOM	United States Pacific Command
16	USSOCOM	United States Special Operations Command
17	USSOUTHCOM	United States Southern Command
18	USSPACECOM	United States Space Command
19	USSTRATCOM	United States Strategic Command
20	USTRANSCOM	United States Transportation Command
21	UTC	unit type code
22		
23	VTC	video teleconference
24		
25	WJTSC	Worldwide Joint Training and Scheduling Conference
26	WMD	Weapons of Mass Destruction
27	WPC	Warrior Preparation Center
28	WSC	Warfighter Support Center
29	WWW	World Wide Web
30		
31		

1
2   Part II—Definitions
3
4   The following terminology is chiefly specialized for joint training and is
5   intended for use in this publication and the activities described herein.
6   Unless indicated by a parenthetic phrase after the definition that
7   indicates the source publication or document, these terms have not been
8   standardized for general, DOD-wide use and inclusion in the *Department*
9   *of Defense Dictionary of Military and Associated Terms* (JP 1-02). In some
10   cases, JP 1-02 may have a general, DOD-wide definition for a term used
11   here with a specialized definition for this instruction
12
13   after-action review -- 1. A process designed by a Commander or Director
14   to provide commanders direct feedback on the accomplishment of
15   selected joint mission-essential tasks, conditions, and standards stated
16   in terms of training objectives for the commander to evaluate training
17   proficiency. 2. An analytical review of training events that enables the
18   training audience, through a facilitated professional discussion, to
19   examine actions and results during a training event. Also called AAR.
20
21   agency mission-essential task list -- A list of agency mission-essential
22   tasks selected by an agency Director to accomplish an assigned or
23   anticipated mission that includes associated tasks, conditions, and
24   standards and requires the identification of command-linked and
25   supporting tasks. Also called AMETL. (CJCSI 3500.01)
26
27   agency training plan -- A plan developed and updated annually by each
28   combat support agency that defines the strategy for agency training to
29   accomplish the mission requirements over the selected training period.
30   Specifically, the plan identifies the training audience, the training
31   objectives, the training events, and required training resources. Also
32   called ATP. (CJCSI 3500.01)
33
34   capability --The ability to achieve a desired effect under specified
35   standards and conditions through combinations of means and ways to
36   perform a set of tasks. (CJCSI 3500.01)
37
38   collective joint training. Instruction and applied exercises that prepare
39   an organizational team to complete required tasks as a unit. (CJCSI
40   3500.01)
41
42   combatant command joint training schedule -- A resource-constrained
43   program developed and updated annually by the combatant command
44   staff that integrates the combatant commands' joint training plans and
45   the schedule of the combatant command-sponsored exercises. The

1 schedule normally includes exercise summaries for the program year as
2 well as proposed summaries for a minimum of three years.
3
4 command-linked tasks -- Discrete activities or actions designated by a
5 joint force commander or identified by the lead federal agency that must
6 be performed by commands and combat support agencies outside the
7 command or directive authority of the joint force, if the joint force is to
8 successfully perform its missions. Command-linked tasks are selected
9 by the supported command or lead federal agency and are normally
10 scheduled for training, evaluated, and assessed by the organization
11 providing the support. Also called CLT. (CJCSI 3500.01)
12
13 condition -- Variable of the operational environment, including scenario
14 that affects task performance. (CJCSI 3500.01)
15
16 condition -- Those variables of an operational environment or situation in
17 which a unit, system, or individual is expected to operate and may affect
18 performance. See also joint mission essential tasks. (JP 1-02 /CJCSM
19 3500.04)
20
21 contingency planning -- The Joint Operation Planning and Execution
22 System planning activities that occur in noncrisis situations. The Joint
23 Planning and Execution Community uses contingency planning to
24 develop operation plans for a broad range of contingencies based on
25 requirements identified in the Contingency Planning Guidance, Joint
26 Strategic Capabilities Plan, or other planning directive. Contingency
27 planning underpins and facilitates the transition to crisis action
28 planning. (Approved for inclusion in the next edition of JP 1-02.)(JP 5-0)
29
30
31 crisis action planning -- One of the two types of joint operation planning.
32 The Joint Operation Planning and Execution System process involving
33 the time-sensitive development of joint operation plans and operation
34 orders for the deployment, employment, and sustainment of assigned
35 and allocated forces and resources in response to an imminent crisis.
36 Crisis action planning is based on the actual circumstances that exist at
37 the time planning occurs. Also called CAP. See also contingency
38 planning; joint operation planning; Joint Operation Planning and
39 Execution System. (This term and its definition modify the existing term
40 and its definition and are approved for inclusion in the next edition of JP
41 1-02.) (JP 5-0)
42
43 criterion -- The minimum acceptable level of performance associated with
44 a particular measure of task performance. It is often expressed as hours,

1   days, percent, occurrences, minutes, miles, or some other command
2   stated measure. (CJCSI 3500.01/CJCSM 3500.04)
3
4   <u>effect</u> -- A change to a condition, behavior, or degree of freedom. (JP 3-0)
5
6   <u>endstate</u> -- behaviors, and freedoms that defines achievement of the
7   commander's mission.
8
9   <u>essential task</u> -- Tasks based on mission analysis and approved by the
10   commander that are absolutely necessary, indispensable, or critical to
11   the success of a mission. (CJCSI 3500.01)
12
13   <u>evaluation</u> -- An internal command responsibility tied to a specific
14   training event and intended to determine whether specific training
15   objectives were met. (CJCSI 3500.01)
16
17   <u>exercise</u> -- A military maneuver or simulated wartime operation involving
18   planning, preparation, and execution. It is carried out for the purpose of
19   training and evaluation. It may be a multinational, joint, or single-Service
20   exercise, depending on participating organizations. See also command
21   post exercise; field exercise; maneuver. (JP 1-02)
22
23   <u>exercise objective</u> -- Specific statement of purpose, guidance, and/or
24   direction for an exercise.
25
26   <u>functional plans</u> -- Plans involving the conduct of military operations in a
27   peacetime or permissive environment developed by combatant
28   commanders to address requirements such as disaster relief, nation
29   assistance, logistics, communications, surveillance, protection of US
30   citizens, nuclear weapon recovery and evacuation, and continuity of
31   operations, or similar discrete tasks. They may be developed in response
32   to the requirements of the Joint Strategic Capabilities Plan, at the
33   initiative of the combatant commander, or as tasked by the supported
34   combatant commander, Joint Staff, Service, or Defense agency.
35   Chairman of the Joint Chiefs of Staff review of combatant commander -
36   initiated plans is not normally required. (JP 1-02)
37
38   <u>implied task</u> -- A task that is not stated but is necessary to do the
39   mission. (CJCSI 3500.01/CJCSM 3500.04)
40
41   <u>individual joint training</u> -- (Senior officer, senior enlisted, or individual
42   staff officer.) Training that prepares individuals to perform duties in joint
43   organizations (e.g., specific staff positions or functions) or to operate
44   uniquely joint systems. Individual staff training ensures that individuals
45   know, are proficient in, and have the joint competencies and skills to

1   apply joint doctrine and procedures necessary to function as staff
2   members. Individual joint training can be conducted by the Office of the
3   Secretary of Defense, the Joint Staff, combatant commands, and
4   activities and agencies responsive to the Chairman, Services, Reserve
5   forces, National Guard, or CSAs. (CJCSI 3500.01)
6
7   interagency -- United States Government agencies and departments,
8   including the Department of Defense. (JP 3-08)
9
10 interagency coordination -- Within the context of Department of Defense
11 involvement, the coordination that occurs among elements of the
12 Department of Defense and engaged US government agencies, for the
13 purpose of accomplishing an objective. (JP 3-0)
14
15 interagency operations -- Operations in which government or non-
16 government agencies interact with the Armed Forces of the United
17 States. These agencies may include the National Security Council,
18 headquarters of operating elements of the Departments of State and
19 Transportation, the Central Intelligence Agency, and the Adjutants
20 General of the 50 states and four territories; other US government
21 agencies; agencies of partner nations; nongovernmental organizations;
22 regional and international organizations such as NATO and the UN; and
23 the agencies of the host country. (CJCSI 3500.01)
24
25 interagency training -- Training of individuals, units, and staffs
26 considered necessary to execute their assigned or anticipated missions in
27 support of interagency operations. (CJCSI 3500.01)
28
29 interoperability -- The ability of systems, units, or forces to provide
30 services to and accept services from other systems, units, or forces and
31 to use the services so exchanged to enable them to operate effectively
32 together. (CJCSI 3500.01)
33
34 issue -- An observed, analyzed, interpreted and evaluated shortcoming,
35 deficiency or problem that precludes performance to standard and
36 requires resolution. Issues are also deficiencies or shortfall identified
37 during joint activity that precludes training or operating to joint mission
38 essential tasks standards and requires focused problem solving. (CJCSI
39 3150.25)
40
41 joint combined exchange training -- A program conducted overseas to
42 fulfill US forces training requirements and at the same time exchange the
43 sharing of skills between US forces and host nation counterparts.
44 Training activities are designed to improve US and host nation
45 capabilities. Also called JCET. (JP 3-05)

1
2 joint event life cycle -- Describes the design, planning, preparation,
3 execution, and evaluation and reporting stages required to successfully
4 execute a discrete training event. Also called the JELC. (CJCSI 3500.01)
5
6 joint exercise -- A joint military maneuver, simulated wartime operation,
7 or other CJCS or combatant commander-designated event involving
8 planning, preparation, execution, and evaluation. A joint exercise
9 involves forces of two or more Military Departments under the command
10 and control of a combatant commander or subordinate joint force
11 commander; involves joint forces and/or joint staffs; and is conducted
12 using joint doctrine. (CJCSI 3500.01)
13
14 joint mission-essential task -- A mission task selected by a joint force
15 commander, deemed essential to mission accomplishment, and defined
16 using the common language of the Universal Joint Task List in terms of
17 task, condition, and standard. Also called JMET. (JP 1-02)
18
19 joint mission-essential task list -- A list of joint mission-essential tasks
20 selected by a commander to accomplish an assigned or anticipated
21 mission that includes associated tasks, conditions, and standards and
22 requires the identification of command-linked and supporting tasks.
23 Also called JMETL. (CJCSI 3500.01)
24
25 joint operation planning -- Planning activities associated joint military
26 operations by combatant commanders and their subordinate joint force
27 commanders in response to contingencies and crises. Joint operation
28 planning includes planning for the mobilization, deployment,
29 employment, sustainment, redeployment, and demobilization of joint
30 forces. (This term and its definition modify the existing term and its
31 definition and are approved for inclusion in the next edition of JP 1-02.)
32 (JP 5-0)
33
34 joint operation planning process -- An orderly, analytical process that
35 consists of a logical set of steps to analyze a mission; develop, analyze,
36 and compare alternative courses of action against criteria of success and
37 each other; select the best course of action; and produce a joint
38 operation plan or order. Also called JOPP. See also joint operation
39 planning. (This term and its definition modify the existing term and its
40 definition and are approved for inclusion in the next edition of JP 1-02.)
41 (JP 5-0)
42
43 joint professional military education – A CJCS-approved body of
44 objectives, outcomes, policies, procedures and standards supporting

1 educational requirements of joint officer management. Also called JPME.
2 (CJCSI 1800.01)
3
4 joint publication -- A publication containing joint doctrine that is
5 prepared under the direction and authority of the Chairman of the Joint
6 Chiefs of Staff and applies to all US military forces. Also called JP.
7 (CJCSI 5120.02)
8
9 joint training -- Training, including mission rehearsals, of individuals,
10 units, and staffs using joint doctrine or joint tactics, techniques, and
11 procedures to prepare joint forces or joint staffs to respond to strategic,
12 operational, or tactical requirements considered necessary by the
13 combatant commanders to execute their assigned or anticipated
14 missions. (DODD 1322.18)
15
16 joint training audience -- An individual, staff element, staff or joint
17 command that performs a particular joint task or set of joint tasks.
18 (CJCSI 3500.01)
19
20 joint training course database -- A reference database of available
21 individual joint training courses that address various aspects of joint and
22 multinational operations. The database is updated annually by US Joint
23 Forces Command and lists and describes the available joint courses to
24 support joint training plans. Also called JTCD.
25
26 joint training courseware -- Collective term for materials to support joint
27 courses or joint training events such as individual study, lectures,
28 seminars, practical exercises, table top exercises, and other such events.
29 These materials include single courses or joint programs of instruction
30 (JPOI), documents such as master training guides, interactive
31 courseware, computer-based training, and non-JPOI materials such as
32 videotapes, stand-alone handbooks, and other joint validated items.
33
34 joint training objective -- A statement that describes the desired outcome
35 of a joint training activity in terms of performance, training situation,
36 and level of performance. Joint training objectives are derived from joint
37 mission-essential tasks, conditions, and standards and based on joint
38 doctrine, commander's guidance, and organizational standing operating
39 procedures. (CJCSI 3500.01)
40
41 joint training plan -- A plan developed and updated annually by each
42 combatant commander that defines the strategy for training assigned
43 forces (training audience) in joint doctrine to accomplish the mission
44 requirements over the selected training period. Specifically, the plan
45 identifies the training audience, the joint training objectives, the training

1 events, and required training resources. Also called JTP. (CJCSI
2 3500.01)
3
4 lesson learned -- Results from an evaluation or observation of an
5 implemented corrective action that contributed to improved performance
6 or increased capability. A lesson learned also results from an evaluation
7 or observation of a positive finding that did not necessarily require
8 corrective action other than sustainment. Also called LL. (CJCSI
9 3150.25)
10
11 master training guide -- A collection of tasks and associated conditions
12 and standards usually for a specific joint organization. Tasks are derived
13 from joint doctrine and are grouped on a mission and/or functional basis
14 to support organizational training. Also called MTG. (CJCSI 3500.01)
15
16 measure -- A parameter that provides the basis for describing varying
17 levels of task performance. (CJCSI 3500.01/CJCSM 3500.04)
18
19 military training -- The instruction of personnel and exercise of
20 individuals, staffs, or units to enhance their capacity to perform specific
21 military functions and tasks and to enhance their combat readiness. (JP
22 1-02)
23
24 mission -- 1. The task, together with the purpose, that clearly indicates
25 the action to be taken and the reason therefore. 2. In common usage,
26 especially when applied to lower military units, a duty assigned to an
27 individual or unit; a task. (JP 1-02)
28
29 mission training assessment -- A commander's subjective assessment of
30 the command's ability to perform assigned missions. Also called MTA.
31 (CJCSI 3500.01)
32
33 model -- A physical, mathematical, or otherwise logical representation of
34 a system, entity, phenomenon, or process. (CJCSI 3500.01)
35
36 modeling -- Application of a standard, rigorous, structured methodology
37 to create and validate a physical, mathematical, or otherwise logical
38 representation of a system, entity, phenomenon, or process. (CJCSI
39 3500.01)
40
41 modeling and simulation -- The use of models, including emulators,
42 prototypes, simulators, and stimulators, either statically or over time, to
43 develop data as a basis for making managerial or technical decisions.
44 The terms "modeling" and "simulation" are often used interchangeably.
45 (CJCSI 3500.01)

1
2 multinational exercises -- Exercises that train and evaluate US and other
3 national forces or staffs to respond to requirements established by
4 multinational force commanders to accomplish their assigned missions.
5 (CJCSI 3500.01)
6
7 multinational operations -- A collective term to describe military actions
8 conducted by forces of two or more nations, usually undertaken within
9 the structure of a coalition or alliance. (JP 1-02)
10
11 multinational training -- Training of individuals, units, and staffs
12 considered necessary to execute their assigned or anticipated missions in
13 support of multinational operations, including coalition operations.
14 (CJCSI 3500.01)
15
16 office of collateral responsibility -- Includes all the organization, usually
17 staff elements that should be kept informed or coordinated on the JMETL
18 task. Also called OCR.
19
20 office of primary responsibility -- The single staff element with overall
21 staff responsibility for managing the JMET on behalf of the commander.
22 Also called OPR.
23
24 other participants -- Additional organizations (other than the Training
25 Audiences) that participate in or support the execution of a particular
26 event. This includes exercise observers, controllers, evaluators, non-
27 operational support, and forces that would not normally go to war with
28 the sponsoring command.
29
30 operation -- 1. A military action or the carrying out of a strategic,
31 operational, tactical, service, training, or administrative military mission.
32 2. The process of carrying on combat, including movement, supply,
33 attack, defense, and maneuvers needed to gain the objectives of any
34 battle or campaign. (JP 1-02)
35
36 procedures -- Standard, detailed steps that prescribe how to perform
37 specific tasks. See also tactics; techniques. (CJCSI 5120.02)
38
39 professional military education -- PME conveys the broad body of
40 knowledge and develops the habit of mind essential to the military
41 professional's expertise in the art and science of war. Also called PME.
42 (CJCSI 1801.01)
43

1 program of instruction -- A series of related lessons designed to satisfy a
2 specific joint training requirement (e.g., joint task force headquarters).
3 Also called POI. (CJCSI 3500.01)
4
5
6 Service training -- Military training based on Service policy and doctrine
7 to prepare individuals and interoperable units. Service training includes
8 basic, technical, operational, and interoperability training in response to
9 operational requirements deemed necessary by the combatant
10 commands to execute assigned missions. (CJCSI 3500.01)
11
12 simulation -- 1. A method for implementing a model over time. 2. A
13 technique for testing, analysis, or training in which real-world systems
14 are used or where real-world and conceptual systems are reproduced by
15 a model. (CJCSI 3500.01)
16
17 specified task -- A task explicitly stated and assigned. (CJCSI
18 3500.01/CJCSM 3500.04)
19
20 staff joint training -- Joint individual or collective training conducted by
21 an organization's or operational unit's staff. (CJCSI 3500.01)
22
23 standard -- Quantitative or qualitative measures and criteria for
24 specifying the levels of performance of a task. (CJCSI 3500.01/CJCSM
25 3500.04)
26
27 standing operating procedure -- A set of instructions covering those
28 features of operations that lend themselves to a definite or standardized
29 procedure without loss of effectiveness. The procedure is applicable
30 unless ordered otherwise. Also called SOP. (JP 1-02)
31
32 supporting task -- Specific activities that contribute to accomplishment
33 of a joint mission-essential task. Supporting tasks associated with a
34 command or agency's mission-essential task list are accomplished by the
35 joint staff or subordinate commands or agencies. (CJCSI
36 3500.01/CJCMS 3500.04))
37
38 tactics -- The employment and ordered arrangement of forces in relation
39 to each other. (CJCSI 5120.02)
40
41 task -- An action or activity (derived from an analysis of the mission and
42 concept of operations) assigned to an individual or organization to
43 provide a capability. (CJCSI 3500.01/CJCSM 3500.04)
44

1   <u>task performance observations</u> -- For joint training, a listing of a training
2   audience, training objectives, observer reports, and an executive
3   summary for the commander to review and make a training proficiency
4   evaluation. Also called TPO. (CJCSI 3500.01)
5
6   <u>techniques</u> -- Non-prescriptive ways or methods used to perform
7   missions, functions, or tasks. (CJCSI 5120.02)
8
9   <u>training</u> -- Training events are distinguished from exercises. A training
10   event focuses primarily on improving individual or collective ability to
11   perform. An exercise focuses primarily on evaluating capability, or an
12   element of capability (such as a plan or policy).
13
14   <u>training assessment</u> -- An analytical process used by commanders to
15   determine an organization's current levels of training proficiency on
16   mission-essential tasks. This process also supports CJCS and
17   combatant commanders cumulative assessments of overall joint
18   readiness. (CJCSI 3500.01)
19
20   <u>training evaluation</u> -- The process used to measure the demonstrated
21   ability of the training audience to accomplish specified training
22   objectives. (CJCSI 3500.01)
23
24   <u>training proficiency assessment</u> -- Derived from the primary trainer's
25   subjective assessment of an organization by comparing collective training
26   proficiency evaluations and other training inputs over time against joint
27   mission-essential tasks, conditions, and standards. Also called TPA.
28   (CJCSI 3500.01)
29
30   <u>training proficiency evaluation</u> -- An objective evaluation of an
31   organization's performance with respect to training objectives produced
32   during the execution phase of the joint training system. Also called TPE.
33   (CJCSI 3500.01)
34
35   <u>training and readiness oversight</u> -- The authority that combatant
36   commanders may exercise over assigned Reserve Component (RC) forces
37   when not on active duty or when on active duty for training. As a matter
38   of Department of Defense policy, this authority includes: a. Providing
39   guidance to Service component commanders on operational
40   requirements and priorities to be addressed in Military Department
41   training and readiness programs; b. Commenting on Service component
42   program recommendations and budget requests; c. Coordinating and
43   approving participation by assigned RC forces in joint exercises and
44   other joint training when on active duty for training or performing
45   inactive duty for training; d. Obtaining and reviewing readiness and

1   inspection reports on assigned RC forces; and e. Coordinating and
2   reviewing mobilization plans (including post-mobilization training
3   activities and deployability validation procedures) developed for assigned
4   RC forces. Also called TRO. (JP O-2)
5
6   <u>Unified Action Armed Forces</u> -- A publication setting forth the policies,
7   principles, doctrines, and functions governing the activities and
8   performance of the Armed Forces of the United States when two or more
9   Military Departments or Service elements thereof are acting together. (JP-
10   0-2)
11
12   <u>war game</u> -- A simulation, by whatever means, of a military operation
13   involving two or more opposing forces, using rules, data, and procedures
14   designed to depict an actual or assumed real-world situation. (JP 1-02)
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